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ABSTRACT

The activities of Resource Educators for Directed Development of Instruction (REDDI), a full-time institute designed to provide district leadership personnel with the skills and experience of designing and developing a curriculum package based on the principles of instructional technology, are described in this report. The program is presented in terms of its rationale, objectives, planning, participants, program, orientation, staffing, and evaluation. The appendixes constitute a major portion of the document. They include descriptions of individual REDDI projects, the group-developed change model, and descriptive information about REDDI. (CH)

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Resource Educators for Directed Development of Instruction

Board of Cooperative Educational Services
Division of Research and Development
ESEA Title III Regional Center
Nassau County, New York

RESOURCE EDUCATORS FOR DIRECTED DEVELOPMENT OF INSTRUCTION

Final Report

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Board of Cooperative Educational Services, Nassau County
Research & Development Division
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JUSTIFICATION

RESOURCE EDUCATORS FOR THE DIRECTED DEVELOPMENT OF INSTRUCTION (REDDI) was formed to meet a widely recognized need within the 56 school districts of Nassau County, New York, for media specialists competent to systematically analyze instructional problems and develop solution strategies utilizing human and non-human resources to meet the instructional needs of the 326,694 pupils in Nassau County.

REDDI is a full-time institute, administered by the Board of Cooperative Educational Services (BOCES) of Nassau County, N.Y., designed to provide leadership personnel in the school districts with the skills and experience of designing and developing a curriculum package that is based on the principles of instructional technology. Participants are on either sabbatical leave or released time. Upon returning to their respective districts, Resource Educators act as catalysts for change, media consultants, and trainers for district personnel.

Educators are coping with ever more complex educational demands in a period of economic retrenchment. Efficient staffing methods, new tools and techniques, effective evaluation designs, and the appropriate use of instructional technology are imperative to maintain and improve the educational opportunity of all students. The REDDI program offers school boards an opportunity to realize continuing in-district educational returns from the granting of sabbatical leaves. It develops in the participating educator-leaders the technological background to meet new problems effectively and imaginatively. And it trains them in the arts of human relations which make them effective leaders in creating change within their districts.

OBJECTIVES

The over-all objective - the creation of a corps of catalysts for change - comprises a number of subsidiary objectives which were systematically analyzed and approached in the accomplishment of REDDI's goals. These objectives were:

1. To respond to the demands of local school districts to explore the potential of instructional technology in the resolution of many critical problems in the preparation and implementation of new and relevant educational programs. Within the 56 districts of Nassau County are examples of every educational system ranging from the "affluent suburban" districts to those whose socio-economic and racial problems are usually ascribed to the "inner-city." Because the REDDI program attracted applicants from districts of every description, its goals became, perforce, the development of programs to meet needs across the whole educational spectrum.

2. To give designated leadership personnel time and opportunity to acquire the skills for curriculum design. These people in turn worked directly with their district designated liaison person to gather the substantive background and data to make changes. As a team the REDDI participants and their liaison learn to recognize and dispel the fear among the staff that media and instructional technology constitute a threat to the teacher's professional autonomy or his human relationships with students.

3. To improve through total redesign using media existing curricula and develop new curricula along accepted patterns of media utilization. The REDDI program expands on and provides continuity with BOCES previous EPDA- funded training programs, Team Approach Project (TAP) 1969, and

Objectives -2

The Administration of Instructional Change (TAIC) 1970. Follow-up of TAIC indicated that, to achieve the most effective media-oriented programs within each district, there should be a staff person with the potential to act in a leadership-trainer-follow-up capacity.

4. To develop the educator to act as leader-trainer-follow-up in each district: to provide training for a new type of media professional, i.e. a person concerned with instructional analysis and design; to focus on the human element of instructional technology systems; to cope with misunderstandings about the role of teacher and machine; to develop in a media professional not only the technological expertise but also the arts of human relations which enable him to influence other educators.

5. To make more widely available and effectively used the educational resources of Nassau County including institutions of higher learning, model programs in local districts, and BOCES' Nassau Educational Resource Center (NERC) including its in-service training programs, research library, mini-courses and educational television unity; and experimental materials development center.

* * * * * * * *

To achieve these objectives, BOCES formed a consortium of local districts, BOCES (the intermediate district), and a local university, Hofstra University, which offered educators access to a range of professional talent unavailable locally in any single institution.

The Local District Objectives

1. To identify a curricular problem the solution to which might

be achieved within the framework of the overall objectives.

2. To nominate a REDDI candidate to solve the district-designated problem whose leadership potential has been identified by administrators and fellow educators.
3. To designate an administrator-liaison person who would:
   a. serve on a REDDI Advisory Board with other consortium members
   b. take part in selected aspects of the training program
   c. facilitate in the home district the sharing of the REDDI participant's training with other staff members and students; provide supportive counseling, material etc.
   d. cooperate in implementing and evaluating the solution of the district designated curricular project in '72-'73

The Hofstra University/Academic Objectives*

1. To define eligibility and final selection criteria in cooperation with BOCES.
2. To identify, with BOCES, training needs of the participants.
3. To cooperate in the prescription of courses and training for the participants.

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* The consortium plans included the cooperation of the Palmer Graduate School of Library Science at C.W. Post College as well as Hofstra University.

In developing the REDDI program, BOCES had recognized that the Palmer Graduate School of Library Science was in the embryo stages of media development, although their information storage and retrieval background was well established. Since the REDDI program did not receive an application from a New York State certified media specialist, and since the REDDI Participants were not interested in an in-depth study of the information science area of educational technology, no one enrolled in course work. Therefore, Post withdrew from active participation in REDDI.

While Hofstra University remained as the officially cooperating member of the consortium and provided most of the course work, participants were placed in courses at Adelphi University and New York Institute of Technology for certain specialized work (see Program).

4. To accord participants full student status and waive matriculation and course prerequisites where necessary.

5. To assist participants with the completion of their curricular project.

The BOCES Objectives

1. To cooperate with local districts in the selection of curricular projects and of applicants.

2. To cooperate with Hofstra University in defining eligibility and final selection criteria; in the prescription of courses and training.

3. To identify the need for and provide supplementary training programs throughout the year to enable participants to obtain the necessary skills.

4. To coordinate meetings of various elements of the consortium.

5. To supervise practicum activities in cooperation with local district liaison personnel.

6. To provide consultant help as needed.

7. To provide continuous supervision and assistance to participate while he is developing his project; meet with each participant once a week.

8. To evaluate the effectiveness of the training program provided by the consortium.

9. To prepare an informational filmstrip on the REDDI program for use by local districts.

Individual Participant Objectives

1. To meet with district, BOCES, and university representatives

to discuss project and determine academic needs.

2. To take four courses of prescribed academic work in the fall semester and three courses in the spring semester, maintaining a C or better in each course.

3. To meet at least once a week in the fall semester with the Project Officer to determine need for supplementary training workshops and to obtain assistance on the curricular project.

4. During the second semester to attend supplementary training sessions; spend at least two days a week on field experience or practicum; conduct two or more orientation sessions for personnel in his district; conduct micro-teaching activities which fellow participants will observe and comment on.

5. Follow a prescribed timetable in the development of the solution to the district curricular problem including:

   a. Determination of budget implication for next year of the project.

   b. Development of a solution including defining behavioral objectives and developing criterion measure; designing instructional strategies and materials; developing a media-oriented instructional package; testing and evaluating the instructional package; revising and testing.

   c. Design an in-service program to train selected personnel in the application of the instructional package he has developed.

6. Return to and remain in his district for two years.

BOCES could not have operated this program without the full cooperation of the participating university in supplying courses; individual universities themselves do not have any program equivalent to REDDI; and the local districts would not normally establish this kind of training program and project requirement for a staff member's sabbatical.

By augmenting the training in instructional technology of recognized leadership personnel, and at the same time matching the training to local district needs, the REDDI institute consortium proposed to offer a unique program for training in media and instructional technology.

PLANNING

The proposal was submitted December 2, 1970. Mr. Jack Tanzman, BOCES R&D Director, had secured expressions of interest in the proposed program from many of the Nassau County school administrators. District people, participating colleges, and BOCES agreed that all elements of a quality program existed locally. Cooperative development, as outlined in the proposal, would integrate them to provide a training program that no one institution offered at the present time.

The consortium agreed upon a seven course academic curriculum to be administered by the university component. The consortium also agreed that BOCES would supplement this academic program by conducting workshops and related study programs to develop familiarity with materials and to establish a working relationship between theory and practice.

Involved districts, by granting sabbaticals and specifying curricular projects, acknowledged the need for a person trained to incorporate a strong media component in the systematic planning, designing, implementing and evaluating of curricula.

Funding was requested in the amount of $68,696 for the first year of the project and was granted as $52,414, whereas the local contribution was $133,000.

PARTICIPANTS

Nassau County school districts received a brochure describing the REDDI program in March, 1971. Applications were received and screened. A selection committee was formed composed of BOCES R&D Director Jack Tanzman, Carin Chapman - REDDI Project Officer, Mary Flynn - Manager of Research, and Dr. Gene Gilmer - Executive Administrator for Educational Development; Lawrence S. Garfinkel - Assistant Professor of Education and Coordinator of Instructional Communications Programs at Hofstra University; and John Gillespie - Dean of Palmer Graduate Library School at C.W. Post College.

Applicants were screened and evaluated in terms of four standards:

1. Type of leave: full-year sabbatical (most desirable); half-year sabbatical and half-year released time; full-year released time.

2. Leadership potential as evidenced by administration and faculty recommendations in the applying district.

3. Extent of district commitment: support the district would provide the REDDI participant; participation in a REDDI secondary network by a district-designated liaison administrator; preparations to capitalize that year and later on the REDDI participant's training; financial commitment in '72-'73 for materials, services, and retraining of personnel.

4. Priority of district-designated problem: district-wide (most desirable): school-wide; curriculum-wide.

On May 14th, the committee selected 11 participants. Their positions and the district-designated projects are:

PARTICIPANTS 2

Elinor Entelis, CHSD#1, Teacher on full-time sabbatical

To develop a program in General Chemistry, to provide students with individualized materials that can be used singly or in small groups. Her particular concern was for the student who is interested in Chemistry but lacked the math skills for the regular course.

Dr. Charles Goddard, Manhasset, Chairman of Social Studies, on released time

To develop a program based on the individual's quest specifically for use in the Social Science's sociology and anthropology areas. This has developed as an individualized program utilizing the inquiry method.

Raymond Horton, Plainview, Reading Consultant, on full-time sabbatical

To validate the use of Cloz Procedure as the vehicle to determine the readability of print materials and to diagnose the individual child's needs for print or non-print instruction modes.

Pearl Luxenberg, West Hempstead, Teacher on ½ year released time, ½ year sabbatical

To develop 1) a Senior High SChool health curriculum using group dynamics and mediated material and 2) a teacher training program using video tape recorder to demonstrate and instruct in the use of group dynamics techniques in the classroom.

Virginia MacSaveny, St. Bernard's, Levittown, Assistant Principal on released time

To develop a team teaching program in the second and third grades; to develop a media-based science curriculum for second and third grades. (Unplanned spin-offs from Mrs. MacSeveny's participation in REDDI have been the development in St. Bernard's school of a schoolwide media resource center and in-service training for teachers; also a sixth and eighth grade tutorial program in reading and science.)

Miriam Ormond, Carle Place, Teacher on full-time sabbatical

To train two teams of seventh and eighth grade teachers to function in a team teaching situation wherein seventh and eighth graders will be able to participate in learning activities in large and small groups, as well as in individual learning activities.

Harry Prosono, CHSD#3, Teacher on full-time sabbatical

To investigate methods being used in Nassau County to individualize math curricula and to develop a systematic plan for implementing an individualization plan in his own district.

Gates Willard, Manhasset, Teacher on full-time sabbatical

To evaluate the seventh and ninth grade individualized science curriculum and to develop with a team of junior high school science teachers a means to implement a similar program for eighth grade.

Dr. Robert F. Savitt, Chief School Administrator for the Plainview-Old Bethpage District

was granted a sabbatical leave by his Board of Education, to be taken at three month intervals over a four-year period of time. Dr. Savitt was selected to visit, observe and report on: 1) the impact of IDI in area 4 of the Atlanta Public Schools; and 2) the utilization, functions, logistics and ramifications of innovative media and curricula projects for Plainview-Old Bethpage, Nassau BOCES, and other districts in Nassau County. Dr. Savitt also agreed to serve as the leader of the REDDI secondary network of administrators.

Two other participants were selected but withdrew early in September:

the first because he was assigned many additional duties in anticipation of his superintendent's imminent retirement and the second because he determined that his interest and need for training was in Special Education rather than educational technology. However, he asked and received permission to participate in the Friday sessions. Alternates were contacted at this time. However, they had made other plans for their sabbaticals.

PROGRAM 2

Second Semester

A Courses

During the second semester, REDDI participants carried between three and five academic courses. The modified academic load enabled them to put more time and effort into the practicum and field work which was an integral part of the preparation of the district curricular project.

B Seminars

Originally, the consortium had planned that intensive scheduling of Friday sessions would end after the first semester. However, the REDDI participants insisted that the Friday sessions be continued. They profited from the exchange of experiences and insights that each was gathering and recognized that, unless time was planned for such exchanges, the group would become fragmented and exchange would depend on happenstance.

Besides, the participants had become interested in the dynamics of change within societies. They recognized that within the REDDI seminars framework they had a unique opportunity to study the psychology and methods of effecting change. The formation of the consortium had made it possible for them to tap a wide array of expertise and resources and bring it to bear on the pragmatic problems which they could identify for the theoreticians.

Professor Garfinkel agreed to moderate with additional support and involvement by BOCES and local district representatives a second set of Friday seminars. In his view, the desire for the seminars and the ability to provide them was one of the most exciting aspects of the REDDI program. "It has great flexibility," he said, "We saw the need and cooperated to do it."

The REDDI participants spent the second semester in an in-depth study of the ways and means of creating change in societies. Their studies culminated in the group production of a paper, "Change Model", a nineteen step analysis of the process of identifying the situation in need of changing, examining and testing options, preparing the climate for the presentation and acceptance of the desirable option, effecting the change, and protecting its acceptance.

Secondary Network

Because first semester evaluations had shown that some links with the secondary network, the district liaison personnel, were unsatisfactory, efforts were made in the second semester to strengthen this aspect of the institute.

Dr. Savitt who had accepted the responsibility as leadership person for the secondary network, made a presentation to the REDDI participants and their liaison representatives. (Dr. Savitt's findings and observations were included in the appendix of the REDDI mid-year report).

Participant Training

Four of the REDDI participants are going through a mini-version of IDI. The superintendent who participated in the REDDI institute reported on his visitation to area IV of the Atlantic Public School system with special emphasis on the follow-up activities and results of the 40 hour training program.

In March, Dr. Henry M. Brickell addressed the participants on innovation and change in education.

Upcoming - First drafts of curricular products will be readied for May conference with evaluator.

ORIENTATION

The outstanding characteristic of the REDDI program and the quality most responsible for its success was the commitment to individualized study which permeated its planning and execution. Districts were asked to choose their individual curricular projects. Participants followed individually prescribed courses of study. Such pervasive individualization necessitated the most careful planning, consultation, and orientation.

On May 20, 1971, each participant and his district liaison administrator attended a formulative meeting at the BOCES office at which the BOCES' REDDI team was present as well as Professor Garfinkel and Dean Gillespie. The four interrelated phases of REDDI were defined and described. An overview of the proposed program was presented including a profile of the goals and responsibilities of each institution and of each participant.

Each participant was assigned an individual conference to discuss his area of interest, his tentative plans, and to ask any questions about the REDDI program.

The interviews disclosed that the participants were relatively unsophisticated in media, although very knowledgeable in their subject area. It was therefore determined that pre-tests would be administered on: behavioral objectives, media utilization, equipment utilization, general knowledge and resources in terms of people and products in the field of educational technology.

During July and August, more specific plans were made based on a knowledge of the composition and objectives of the group. Programs were planned and consultants engaged for the Friday Seminar and Consensus Session. Pre-tests were developed.

The formal operation of REDDI began on September 7th with a week of intensive orientation. The participants met on that day at the Nassau Educational Resource Center (NERC), where pre-tests were administered, general program information distributed, and the facilities available at NERC described.

On September 8th, the participants met at C.W. Post College to examine the software available in the Instruction Materials Center and to discuss with the faculty information storage and retrieval systems as they could affect Nassau County schools. (See Objectives).

On September 9th, participants met at Hofstra University where they received a description of all course work and visited relevant areas and facilities of interest. Individual conference with each participant took place during the afternoon and, as a result of these meetings with the REDDI Project Officer, Carin Chapman, and Professor Garfinkel, courses were selected and registration processed.

On the final day of orientation, September 10th, participants were introduced to the Instructional Materials Center trailer operated by BOCES. This trailer visits school or districts that do not have media centers, to demonstrate to faculties what services and facilities a media center can provide, as well as show them the newest software available. The trailer was designed to demonstrate the minimum resources a district should have on a building level.

REDDI participants had a hand-on experience with the basic core of equipment and discussed building support facilities for classroom instruction.

10/1/70	Prospectus submitted
10/30/70	Invitation to Proposal stage
11/16/70	Garfinkel, Gillespie - Chapman, Soifer, Tanzman
11/23/70	Garfinkel, Gillespie - Chapman, Soifer, Tanzman
12/4/70	Proposal submitted
3/12/71	Grant Award
3/12/71	Brochure released
3/22/71	Initial negotiation of Contract
4/12/71	Plan of Operation and Budget
4/16/71	Last day submit letter of interest for application by participants
5/10/71	Applications received
5/14/71	Meeting of selection committee - Tanzman, Chapman, Flynn, Gilmer
	Approval Dr. Callahan
5/17/71	Participants notified by phone
5/17/71	Letters mailed
5/20/71	REDDI orientation meeting
6/2/71	Letters of acceptance
6/2-6/30/71	Conferences with all participants
7/1/71-8/31/71	Ordered print and non-print materials for REDDI Resource Shelf
	Contacted consultants for 1st semester Friday meetings
	Developed pre-test materials
	Developed contract
	Made formal arrangements with Hofstra, Post and Adelphi for tuition payments
	Site visits to innovative area programs - East Elementary, New Canaan, Conn. - Mediax, Westport - IDI, Atlanta, Georgia

7/1/71-8/31/71	Arrangements for facilities made for 9/7/71 - 1/28/71 reconfirmed two days in advance - contact with participants on dates and arrangements.
9/7/71	Orientation
9/10/71	Friday sessions
	Hardware and materials ordered - reconfirmed two days in advance
	Conferences with participants on projects
	Specialized training - use of VTR, etc.
	Books for courses
10/2/71	Conference Garfinkel
10/15/71	REDDI Prospectus for 72-73.
10/23/71-10/29/71	Leadership Training Institute - Media Specialist Program - Oregon
11/19/71	Pin down on projects
11/24/71	Quarterly Report, Washington, D. C.
12/1/71	Advance notice REDDI next year
12/3/71	Special arrangements Garfinkel - Synthesis session
11/19/71-1/21/72	Individual conferences with REDDI participants
11/19/71-1/21/72	Conferences with REDDI participants and liaison
2/11/72	To be determined by participants between now and December
2/16/72	Article on REDDI Media Manpower
2/25/72	To be determined by participants between now and December
3/10/72	Group reports - Here's where we are
3/10/72	Hope we can ask for final applications for REDDI 72-73
3/24/72	Dr. Savitt - leadership person of Secondary Network - observations of innovation
4/14/72	Group reports - Here's were we are
4/28/72	Report on Association for Educational Communications & Technology
5/1/72	Applications due here
5/10/72	Selections of REDDI participants 72-73

15C

5/12/72	Group reports - Here's where we are
5/19/72	Mixer for new and old REDDI participants and liaison
6/2/72	Consultation on Report
6/16/72	Show and Tell
Between 6/30/72 & 7/28/72	Final Report - Washington on REDDI 71-72

STAFFING:

Jack Tanzman acted as Project Director at no cost to the project. During the year he met with both the REDDI participants and their liaison person as well as university representatives when a need arose.

Carin Chapman acted as full-time Project Officer and as such was responsible for all phases of the program which she reported to Mr. Tanzman. She worked directly with Mr. Tanzman in making all major decisions related to the project as well as university personnel, REDDI participants and their liaison person, local contacts with the school, as well as making arrangements for all site-visits on both a group and individual basis, and consultants.

Lillian Herman, full time Project Secretary, kept everything organized and moving. Without her continuous help, understanding of the mechanics of the organization, as well as the REDDI goals and objectives, the project would not have run as smoothly.

Lawrence McNally, a BOCES R&D research and evaluation specialist functioned as both the project evaluator and resource person for the participants, in the design and field test phases of their district designated projects.

Lawrence Garfinkel, Professor of Education, was the chief consultant from Hofstra University. He worked directly with Carin Chapman and the REDDI participants.

In addition to the persons mentioned above, REDDI participants had access and exposure to all of the BOCES staff where their in-put or expertise was deemed necessary. The people, as well as the print and non-print materials available at The Nassau Educational Resource Center

(NERC), were constantly being called upon or used by the REDDI participants.

Nationally recognized consultants presented programs and worked with the participants. Both participating school districts and area districts provided opportunities for REDDI participants to both site-visit and intern in their schools and programs.

EVALUATION:

A comprehensive Information Profile was specifically designed to provide the staff and consortium with information about participant skills and attitudes. This information was compiled prior to their enrollment in course work at Hofstra (first semester) and served as a useful inventory in designing their REDDI experience for both semesters.

Comparative pre and post test data is as follows:

Professional Inventory

	Pre Test		Post Test	
	Yes	No	Yes	No
Computer Assisted Instruction (CAI)	4	5	8	1
Computer Managed Instruction (CMI)	2	7	6	2
Educational Media Center (EMC)	6	3	9	
Instructional Media Materials Center (IMC)	7	2	9	
Learning Resource Center (LRC)	6	3	9	
Individualized Instruction (II)	8	1	9	
Individually Prescribed Instruction (IPI)	4	5	8	1
Programmed Instruction (PI)	8	1	8	1
Team Teaching	9		9	
Non-Graded Classrooms or schools	8	1	9	
Inquiry Method	8	1	8	1
Open Space Learning Environments	8	3	9	
Planned Programed Budgeting Systems (PPBS)	1	8	4	4

	Yes	No	Yes	No
Program Evaluation Review Technique (PERT)	1	8	4	4
Project Plan	4	5	8	1
Project Oakleaf	1	8	4	5
Texarkana	3	6	5	4
Clinical Supervision	4	5	6	3
Microfiche	3	6	8	1
Educational Research Information Center (ERIC)	4	5	8	1
Educational Products Information Exchange (EPIE)	2	7	8	1

Technical Inventory

Equipment (Pre-test)	Feel Competent to Handle	Demonstrated	Unfamiliar
35 mm camera	3	2	4
Instamatic camera for slides or prints	5	2	2
8 mm motion picture camera	5	2	2
Extagraphic Kit			9
Video tape recorder	2	2	5
Reel to Reel tape recorder	5	2	2
Cassette tape recorder	6	2	1
Opaque projector	8		1
Overhead projector	9		
Filmstrip projector	9		
16mm projector	7	2	
Slide projector	7	1	1
8 mm projector	8	1	
8 mm cartridge projector	4	2	3

(Pre-Test)

Equipment	Feel Competent to Handle	Demonstrated	Unfamiliar
Film loop	4	3	2
Thermafax machine	3	2	4
Ditto machine	8		1
Mimeograph machine	7		2
Electronic stencil cutter	2	1	6
(Post-Test)			
35 mm camera	9		
Instamatic camera for slides or prints	9		
8 mm motion picture camera	7	2	
Extagraphic Kit	6	2	1
Video tape recorder	8	1	
Reel to Reel tape recorder	8	1	
Cassette tape Recorder	9		
Opaque projector	9		
Overhead projector	9		
Filmstrip projector	9		
16mm projector	9		
Slide projector	9		
8mm projector	9		
8mm cartridge projector	7	1	1
film loop	7	2	
Thermafax Machine	9		
Ditto Machine	9		
Mimeograph machine	8		1
Electronic stencil cutter	3	4	2

Our initial data indicated that all but one of the REDDI participants had had considerable training and experience in preparing, writing and using behavioral objectives in the classroom. To provide this participant with the necessary experience without hindering others' progress-this participant successfully completed the Designing Effective Instruction training program.

Since all participants had completed the Instructional Communications Courses, numbers 205-206, with a B or above, it was deemed unnecessary to readminister the multiple choice technical portion of the pre-test when the time was needed to outline the activities, programs, and plans of the participants in the following year. Excerpts from this may be found in the appendix.

REDDI participants have had their tentative plans or outlines approved to initiate their projects in September. In addition to this, 7 of the participants will be conducting in-service programs on either a building or district level. As a result of the REDDI experience, 2 of the REDDI participants will be assuming new responsibilities as Assistant Principals-charged with the responsibility for systematic change on the building level *

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* Dr. Robert F. Savitt, the Superintendent participant and leadership person of the Secondary network made a report to the REDDI participants, their liason representatives, and 22 other county educators on March 24th. His comments and observations were included in our Mid-Year Report. In addition to his activities with the Secondary network, Dr. Savitt and the Board of Education in Plainview-Old Bethpage provided the funds and opportunity for 53 of their teachers, administrators, policy makers and specialists to participate in the first IDI held in Nassau County.

As a result of the REDDI experience, observable changes have occurred in these mid-career leadership educators. The impact of their experience upon their local district will not be measurable until they have had time to influence and effect the behavior of their colleagues in subsequent years. They have all recognized that change is both uncomfortable and takes time.

APPENDIX A

Brochure

3 Pages

RESOURCE EDUCATORS for DIRECTED DEVELOPMENT of INSTRUCTION

REDDI

A Part-time Institute
September 1971-January 1972
February 1972-June 1972

SPONSORSHIP

An unmatched opportunity for educators to acquire specialized training in integrating media with curriculum development has been made possible under the EPDA, Part D, grant awarded by the Bureau of Libraries and Educational Technology, USOE, to BOCES in Nassau County. A specific planning and operational consortium consisting of BOCES, several universities, including Hofstra University and Palmer Graduate Library School of C. W. Post Center of Long Island University, and local school districts, has been formed to implement this instructional technology training program, Resource Educators for Directed Development of Instruction (REDDI).

PURPOSE

Resource Educators for Directed Development of Instruction (REDDI) will provide individualized programs to develop curricula employing media and instructional technology for a selected group of leadership people on leave time from Nassau County school districts during the coming academic year. Theory, research, and practicum will be offered, creating a cadre of conceptually oriented educators with advanced technological skills. Districtwide instructional programs involving all personnel will be generated through this institute.

SCOPE

By augmenting training needs in instructional technology of recognized leadership personnel, and at the same time matching them to local district curricular needs, this institute consortium will reflect a training design in instructional technology available at only a few universities.

Individual training programs will be established during consultation sessions with administrators. Formal course work will be dovetailed with practicum conducted in the participants' districts. Research will be specific and adjusted to district needs, covering implementation, efficient staffing methods, new tools and techniques, access to data, effective evaluation designs for programs, and appropriate use of instructional technology. Practicum may include visits to other school systems. Supplementary and related studies workshops will be conducted by BOCES on a regular basis to provide knowledge in areas encompassed by existing degree programs in instructional technology.

ELIGIBILITY

Leadership personnel candidates will currently hold one of the following positions in Nassau County schools:

- Superintendent
- Assistant Superintendent
- Principal
- Curriculum Coordinator
- Department Chairman
- Master Teacher or Teacher Trainer
- Librarian
- Media Specialist

and have been designated for half- or full-year sabbatical leave for 1971-1972, or for scheduled directed leave time during 1971-1972. A letter of recommendation from the chief school administrator is required, indicating that candidates are eligible for sabbatical or leave time. Proof that candidates have been requested to research and develop a curricular program to meet a specific district need will be requested before a final selection is made.

DISTRICT PREREQUISITES

Each participating district will be represented in the consortium. Participating districts shall:

1. grant a sabbatical leave or released time for an academic year to the participant;
2. submit a curricular area to which the participant will address himself;
3. make a commitment for administrative staff to consult with the trainee in developing an acceptable program;
4. make provisions for that program to be implemented in the schools during the 1972 academic year.

A letter of commitment stating all four of the above must be filed with the candidate's formal application.

FINANCIAL ARRANGEMENTS

Participants will receive assistance in meeting the instructional costs of the program, including supplies. Eligible candidates and their districts will be required to supply financial details of the leave time arrangements so that an equitable determination of assistance can be made by the funding agency and BOCES.

This institute is not stipend-supported. The number of participants is limited by the terms of the grant.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

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Planned and Designed by
NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Research and Development Division • ESEA Title III Regional Center
Jack Tanzman, Director

TIME AND PLACE

Planning sessions will be held
with the consortium and candidates during July, 1971.

The program will begin with the opening of school in September, and continue through June, 1972. The REDDI program will be conducted at participating universities, at BOCES, and in local school districts.

APPLICATION DEADLINES

Completed applications to the REDDI institute must be postmarked no later than April 5, 1971. Accepted applicants and alternates will be notified by letters postmarked by May 1, 1971. Letters of acceptance from participants and alternates are to be postmarked no later than May 10, 1971.

▼

Discrimination prohibited–Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance." Therefore EPDA programs must be operated in compliance with this law.

REQUEST FOR APPLICATION FORM

COMPLETE AND MAIL

The return of this form does not constitute an application but merely the request for one. Applications will be sent upon receipt of this form. Applications must be returned to the director by March 29, 1971.

The following person(s) is on 1971-72 sabbatical leave for

six months ☐ one year ☐ release time ☐

Name	Address	Exact Title

Please check one: K-8 ☐ 9-12 ☐

We shall submit with our formal application necessary financial details required by this funding grant and an identification of curricular area.

Chief School Administrator ______________________ District ____________
Signature

Address ____

REDDI

Offered by
Board of Cooperative Educational Services, Nassau County, and the Bureau of Libraries and Educational Technology, United States Office of Education, under the Education Professions Development Act, Part D, with a consortium of universities and local school districts.

Place
Stamp
Here

Board of Cooperative Educational Services
Research and Development Division
125 Jericho Turnpike
Jericho, New York 11753

Attention: Mrs. Herman

APPENDIX B

REDDI Statement

RESOURCE EDUCATORS FOR THE DIRECTED DEVELOPMENT OF INSTRUCTION

WHAT DOES IT MEAN????

By your selection, you have been identified as a potential leadership person to function as a primary human resource in your school and district. All participants have a tremendous wealth of knowledge in their subject area. Now you shall receive further training and what we believe are skills for the directed-development of instruction.

In simple terms this means you will be systematically analyzing instructional problems and developing validated and practical solutions. To do this, we have developed a multi-phase training program in systems, technology, and information storage and retrieval.

By combining the unique resources available throughout Nassau County, we have developed the project's four interrelated components:

1. The universities/academic component will provide the participants with the necessary academic resource curriculum design and instructional technology.
2. The BOCES supportive component will provide the participants with guidance in the application of the theory by offering a hands-on and supplementary consultant program.
3. The practicum component, supervised by BOCES and involving the local districts, will provide the direct field experience, by allowing participants to test materials with staff and pupils in the classroom. These three components provide the foundation for the fourth component, namely
4. The development of the district-designed curricular project and provide a resource educator who can train and help other school personnel to systematically analyze and revise programs.

WHAT WILL HAPPEN????

By June 2nd we will need a letter of commitment from you. If this program may facilitate your attaining another degree you will have to speak with Carin Chapman prior to June 30th. All of you will be receiving project information throughout the summer.

On Tuesday, September 7th, participants will come to BOCES for a series of pre-tests. These are meant to facilitate our designing with you a program appropriate to your individual project. We shall then draw up a performance contract with your behavioral objectives, course of study and initial program plan. Classes will take place Monday through Thursday with group and individual field experiences, symposiums, and consensus sessions on Friday. Practicum experiences will be arranged for each of you in both your own school and area schools as well as at the BOCES curriculum resource center.

At the end of the year, each of you will have a validated product, which we anticipate will have value and impact in your particular area and throughout your school and district to improve educational opportunities for students.

APPENDIX C

BOCES Developed REDDI Institute Application Form

REDDI INSTITUTE APPLICATION

SCHOOL DISTRICT ____

APPLICANT ______________________________ TITLE ________________

	Schools/Teachers	Schools/Teachers	Schools/Teachers
HOW MANY SCHOOLS/TEACHERS IN DISTRICT	____________	____________	____________
	Elementary	Jr.High	Sr.High

FINANCIAL DETAILS OF APPLICANT'S LEAVE TIME $__________ ____________
Duration

APPLICANT'S PREVIOUS TRAINING IN: CURRICULUM; COMMUNICATIONS;
LIBRARY SCIENCE (If not certified)

COURSE TITLE	INSTITUTION

Describe current role in school or district as it relates to curricular decisions:

Curricular area participant will address and prepare program for:
(be as specific as possible)

Where additional room is needed, use separate sheet

APPENDIX D

Participant Liaison and Alternate List

NAME	HOME ADDRESS & TELEPHONE	SCHOOL ADDRESS & TELEPHONE	TITLE	LIAISON PERSON
Elinor Entelis	237 Hempstead Ave. Malverne, 11565 Tel: 599-5880	Valley Stream No. H.S. 750 Herman Ave. Franklin Sq., 11010 CHSD#1 Tel: Va 5-8642	Chemistry Teacher	Mr. Milton Michener Coordinator of Curriculum
Dr. Charles Goddard	30 Horatio St. New York, N.Y.	Manhasset Jr. Sr. H.S. Memorial Place Manhasset, N.Y. 11030 Tel: 627-4400	Chairman, Soc. Studies Dept.	Mr. Donald Harkness Asst. Supt.
Raymond Horton	78 Frankel Road Massapequa, 11758 799-0087	Plainview-Old Bethpage Jr. H.S. Stratford Road Plainview, 11803 Tel: 938-5400	Reading Consultant	Mr. Leonard Kramer Asst. Supt.
Pearl Luxenberg	763 Dogwood Ave. W. Hempstead, 11552 Tel: Iv 9-8244	W. Hempstead Sr. H.S. 400 Nassau Blvd. W. Hempstead, 11552 Tel: IV 3-7363	Master Teacher	Dr. Fred Dipple Asst. Supt.
Virginia MacSaveny	2425 Prince St. Bellmore, 11710 Tel: Su 1-0581	St. Bernard School 3100 Hempstead Tpke. Levittown, 11756 Pe 1-4322	Teacher	Sis. Mary Cunningham
Miriam Ormond	287 Jamaica Blvd. Carle Place, 11514 Tel: 334-2102	Carle Place H.S. Cherry Lane Carle Place, 11514 Tel: 334-1900	Teacher	Mr. Joseph Brust Supt.

NAME	HOME ADDRESS & TELEPHONE	SCHOOL ADDRESS & TELEPHONE	TITLE	LIAISON PERSON
Harry Prosono	173 N. Merrick Ave. Merrick, 11566 Tel: FR 8-4486	Merrick Ave. Jr. H.S. Fredericks Ave. Merrick, 11566 Tel: 826-2200	Teacher Trainer	Mr. George Drescher Asst. Dist. Prin. for Curriculum
Joseph Shannon	477 McKinley St. West Hemp., 11552 Tel: IV 5-6335	Valley Stream No. H.S. 750 Herman Ave. Franklin Sq., 11010 Tel: 825-8642	Teacher	Dr. Harry Irvine Asst. Prin. for Instruction
Richard Smith	242 Bayville Ave. Bayville, 11709 Tel: NA 8-1135	Central School Dist. #3 Horse Hollow Road Locust Valley 11560 Tel: 671-7500	Asst. Supt.	
Gates Willard	233 Manhasset Ave. Manhasset 11030 Tel: MA 7-4541	Manhasset Jr. Sr. H.S. Memorial Place Manhasset 11030 Tel: 627-4400	Science Teacher	Mr. Donald Harkness Asst. Superintendent

ALTERNATES

Patricia Heiser- Elmont

Florence Korn - Roosevelt

Carol Ann LaSala - Glen Cove

APPENDIX E

Letters of Acceptance

BEST COPY AVAILABLE

May 27, 1971

Mr. Jack Tanzman
B.O.C.E.S
Jericho, N.Y.

Dear Mr. Tanzman;

Thank you for your letter of May 20. I'd like to inform you that I am pleased to accept the appointment to participate in the REDDI program.

I am committing myself unequivocally although I still have no idea of the nature of the structure of the study (if any) nor of the time requirements. However I do have a meeting scheduled with Carin Chapman at which I am hopeful all my questions may be resolved.

Sincerely,

(Mrs.) Elinor Entelis

BEST COPY AVAILABLE

233 MANHASSET AVE.
MANHASSET, N.Y. 11030
27 MAY, 1971

JUN 1, 1971

DEAR DR. TANZMAN:

PLEASE CONSIDER THIS TO BE MY LETTER OF COMMITMENT AS A PARTICIPANT IN THE REDDI PROGRAM FOR 1971-1972. I SHALL LOOK FORWARD TO WORKING WITH YOU IN THE COMING YEAR.

SINCERELY YOURS,

Gates Willard

GATES WILLARD

BEST COPY AVAILABLE

BAYVILLE - BROOKVILLE - LOCUST VALLEY
CENTRAL SCHOOL DISTRICT No. 3
LOCUST VALLEY, NEW YORK 11560

RICHARD J. SMITH
ASSISTANT SUPERINTENDENT

May 26, 1971

Mr. Jack Tanzman
Board of Cooperative Educational Services
Division of Research and Development
Nassau County ESEA Title III Regional Office
125 Jericho Turnpike
Jericho, New York 11753

Dear Mr. Tanzman:

Thank you for your letter of May 20th informing me that I have been accepted as a REDDI participant. I am most interested in accepting this appointment and look forward to receiving any details you have with regard to the planning of the program.

Unfortunately, because of illness, I was not able to attend the recent meeting. I have made arrangements to meet with Mrs. Chapman to discuss the points covered in that meeting.

Thank you again for your interest and assistance.

Very sincerely,

Richard J Smith

RJS/ebb

PLAINVIEW-OLD BETHPAGE PUBLIC SCHOOLS
CENTRAL SCHOOL DISTRICT NO. 4
TOWN OF OYSTER BAY, NASSAU COUNTY, N.Y.
PLAINVIEW, NEW YORK 11803

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DIRECTOR, PUPIL PERSONNEL
SEYMOUR B. FORMAN
SCHOOL BUSINESS ADMINISTRATOR

May 28, 1971

Miss Carin E. Chapman
Field Evaluation Specialist
Board of Cooperative Ed. Services
125 Jericho Turnpike
Jericho, New York 11753

Re: REDDI Project

Dear Miss Chapman:

I was very pleased to receive your communication of May 20th indicating that I had been selected for a leadership role with the secondary network of the REDDI project and I am writing to you to indicate my commitment regarding this challenging assignment.

As a result of the conference I recently held with you on May 25th, it is my understanding that during the period of time available during my sabbatical this coming school year, I would be expected to visit various activities and projects relating to the Instructional Development Institute, particularly to analyze projects and programs relating to individualization of instruction. It is my understanding that you would assist me in identifying and making plans for me to visit those models in the nation where efforts are being made to systematically provide tools, skills and assistance to teachers, administrators, policy-makers and specialists in managing the learning environment by analyzing instructional problems and developing practical solutions.

I further understand that I would be expected to utilize information gathered to assist me in providing leadership in the Plainview-Old Bethpage system for improvement of instruction through better provision for individual differences and that this might be done by setting up prototype programs that other school districts in Nassau County could visit and observe. I am further prepared to disseminate information received to other policy-makers in Nassau County through written material, forums, or meetings that would be set up by your office.

As you suggested, I shall confer with you in the middle of June after you return from the National Conference on Instructional Development in Atlanta and at that time, I would like to lay out a tentative itinerary with you for the visitations that I will make. At the present time, it appears that I would have the first three weeks of December available for this purpose as well as the possibility of an additional week in February and possibly a week in April.

Cordially yours,

Robert F. Savitt
(MK)

Robert F. Savitt, Ed.D.
Superintendent of Schools

RFS:MK
cc: Mr. Simon Ghitelman

BEST COPY AVAILABLE

[illegible]
[illegible]

Sir:

To meet the deadline of June 2nd, I am writing to accept the REDDI Program.

However because of the lack of a stipend it will be necessary for me to seek part-time employment to compensate for loss of income.

With this in mind I would like to know my exact schedule under this program so I can plan financially for next year.

Thank you,

Joseph M. Shaw

173 N. Merrick Ave.
Merrick, N.Y.
May 30, 1971

Mr. Jack Tanzman
B.O.C.E.S.,
Division of Research and Development
125 Jericho Turnpike
Jericho, N.Y. 11753

Dear Mr. Tanzman:

I am accepting the appointment as a participant in the REDDI program.

Thanking you for my selection,

Sincerely yours,
Harry Prosono
Harry Prosono

BEST COPY AVAILABLE

CARLE PLACE PUBLIC SCHOOLS
CARLE PLACE, NEW YORK 11514
516-334-1900

MAY 28 1971

May 27, 1971

Mr. Jack Tanzman, Director
Division of Research and Development
Board of Cooperative Educational Services
125 Jericho Turnpike
Jericho, New York 11753

Dear Mr. Tanzman:

Thank you for your notification of my acceptance as a REDDI participant and for your kind remarks.

Please consider this my commitment to accept this appointment as a participant for my full sabbatical year.

I am looking forward to this year with a great deal of enthusiasm and hope that the school district will also profit by this appointment.

Sincerely yours,

Miriam C Ormond

Miriam C. Ormond

cc: Mr. Joseph V. Brust

JUN 1 1971

2425 Prince St.
Bellmore, N.Y.
May 30, 1971

B.O.C.E.S.
125 Jericho Tpk.
Jericho, N.Y.

Dear Sir,

Thank you for selecting me for participation in the REDDI program.

This letter is to state that I plan to take advantage of this great opportunity.

I am looking forward to working with you in the fall.

Sincerly,

Virginia MacSaveny

JUN 1 1971

Mrs. Pearl E. Luxenberg
763 Dogwood Ave.
West Hempstead, N.Y. 11552
5/28/71

Board of Cooperative Educational Services
Division of Research and Development
Nassau County ESEA Title 111 Regional Center
125 Jericho Turnpike
Jericho, New York 11753

Dear Mr. Tanzman:

Thank you for accepting me as a participant in the REDDI program. I am indeed very intmrested in working on this project and hereby accept your offer.

Sincerely yours,

Pearl E. Luxenberg

Pearl E. Luxenberg

Plainview-Old Bethpage Junior High School
Stratford and Bedford Roads
Plainview, New York 11803

Tel. No. 516-938-5400

Charles A. Horwood
Principal

Bernard J. DeCourcy, Ed. D.
Assistant Principal

Michael LaBianca
Assistant Principal

May 30,1971

Mr. Jack Tanzman
Director: Nassau County ESEA Title III
Regional Center, Board of Cooperative
Educational Services, Jericho, N.Y.

Dear Mr. Tanzman:

It is with great pleasure that I accept an appointment to the REDDI project. Please consider this letter as my formal acceptance. I am looking forward to working with you and your staff. I am sure that the coming year will be a most fruitful one for all involved in the project.

Thank you for the consideration that you have extended to me.

Very cordially yours,

Raymond J. Horton

Raymond J. Horton

MANHASSET JUNIOR-SENIOR HIGH SCHOOL
MANHASSET, NEW YORK 11030

Office of the Principal
516 627-4400

JUN 1 1971

May 28, 1971

Mr. Jack Tanzman
B.O.C.E.S.
125 Jericho Turnpike
Jericho, N. Y. 11753

Dear Mr. Tanzman:

Thank you for your letter of May 19.

I accept the appointment as a REDDI participant.

In light of the conversation which I had the other day with Caren Chepman, I want to pass on the fact that despite the fact that I will be teaching two courses in the morning here at the high school next year, I have been able to make arrangements to be free all day on any Fridays when I must join the group next year. Incidentally, I liked the idea that an administrator will be joining Gates Willard and me; Don was unaware of this.

Sincerely yours,

Charles A Goddard

Charles A. Goddard

APPENDIX F

REDDI Projects for their School Districts

Elinor Entelis

PROBLEM IDENTIFIED: Goals and Purposes

District Level

There is a need to train teachers in the district in the general systems theory and method of solving educational problems. This can be met by initially training 35 teachers in an Instructional Development Institute; and having the 35 teachers serve as multipliers in their own schools.

Department Level

There is a need to train teachers in the department to solve departmental problems in a more efficient, time-saving and cooperative manner. My goal here is to act as multiplier for instructional development systems. If this is too ambitious and not feasible; then I plan to give a mini-course introducing the 9 functions of the instructional development system.

Classroom Level

The problem at classroom level is to individualize instruction; to involve students in the learning process, and to accomplish more and more profound learning in the area of chemistry.

TERMINAL PERFORMANCE OBJECTIVES FOR JUNE 1973

District Level

At least 35 teachers will have experienced the instructional development training program, to the degree that they can now function as active members of a problem-solving team in the district. At least 35 teachers will act as multipliers for the system within their own areas.

An attempt to determine the efficacy of the group process for improving interpersonal relationships when used as a classroom technique.

proposal by:
Pearl Luxenberg

submitted: May 1972.

Traditional teaching methods have come under much attack of late and there has been a great hue and cry for change from teacher oriented to student oriented classrooms, i.e.(Bruner, Sinacore, Edwards). In the field of teaching health, the major concern has been to prepare students to cope with societal problems such as drug abuse, alcoholism etc. A great deal has been said about the changing role of the teacher. The teacher is no longer expected to be the source of all knowledge but rather a co-discoverer and facilitator in finding solutions to problems.

The assumption was accepted that improved interpersonal relationships would be the way to achieve solutions to societies' problems. Thus, if improved interpersonal relationships will improve health, and if the group process improves interpersonal relationships, group process should achieve the goals of the Health class.

The above assumption was based on exposure to, and or participation in the following:

A. Nassau County Drug Commission seminar for educators.
B. Nassau County Drug Commission seminar in group dynamics and group leadership.
C. Adelphi School of Social Services group leadership training sponsored by the Drug Commission.
D. Workshop at Post College sponsored by New York State Department of Education and run by Educational Dynamics. Incorporated.
E. Participation in an Esalen Institute Workshop.
F. Dr. Gene Gilmer of BOCES and Post College.

G. Dr. Gerry Edwards - Teaching of the Prevention of Drug Abuse.

H. Herbert Horviss courses at Adelphi in Dynamics and Health Counseling.

I. The works of:

   1. William Schutz---"Joy", "Third Dynamics of Interpersonal Relationships."
   2. Bruner---"A Theory of Instruction".
   3. Carl Rogers.
   4. Asch.
   5. Rokeach--"Attitudes, Values and Beliefs" and other work on group pressure influences.
   6. Edwards---"Reaching Out".

The next step was to try out the group process in the classroom situation, and to observe and gather information concerning a general trend.

This was done from September to February of 1971 with five classes of Health Students totaling 150 Juniors and Seniors in High School. As a result of these five months of observation we are now ready to propose a correlation of study.

We propose to compare results in students facility for interpersonal activity under two differing classroom conditions. The correlational study involves two sections of senior high school students simultaneously studying "Health", with the same teacher. One section is to be taught by the traditional method and the other section to involve group processes. The traditional method is teacher oriented with mainly lectures to students by teachers about health problems and their solutions. The group process method is student oriented using informal group techniques, giving students tasks to perform and breaking them up into small groups for problem solving. To try to insure that we are indeed testing the variation in technique we will have five such studies of paired conditions going on with different teachers in the department.

The total of approximately 250 students will be randomly divided into ten sections of twenty-five each, five sections traditionally organized and five group oriented sections. There will be two sections for each of the five teachers involved and these ten classes will meet daily for the same amount of time during the first and second periods of the day thus eliminating any extraneous variables that might be caused by class size, fatigue, hunger or sleep. The traditional sections will follow the state mandated curriculum topics through mainly teacher lecture methods. The group process sections will deviate in the following ways:

1. Class Climate --- Informality to be instituted by elimination of seating plans, attendance checks, need to raise hand. The students will be encouraged to sit in a circle and share comments with each other, on first name basis. Regular testing procedure will also be eliminated. "Introductions" will be used to break down initial barriers. Other self-awareness techniques to include "trust walk" and "sentence stubs".

2. The importance of group consensus in problem solving will be investigated by experiencing activities such as:

   A. Exercises of the Squares.

   B. N.A.S.A. Moon exercise.

C. Desert Island exercise.

D. Circle walk.

3. Class organization or format---Dynamics such as DIADS, TRIADS, tetrads and sextets will be used for problem or task solving. For example the PROCESS or "What Wheel" which will be used for the group to determine it's own curriculum in health.

4. There will be a stress on developing and sharing each others resources and "brain-storming" followed by "fishbowl" will be a regular part of class procedure..

5. Other techniques to be used are:

A. Role play.

B. Barometer and psychodrama.

Feedback is an essential ingredient which will be provided following each exercise either by open discussion in a circle, or by individual written anonymous critiques which will then be shared.

The method of testing the difference is to be the Pre test, changed condition, Post test sequence, The test to be used is the FIRO B developed in 1957 by William Schutz and published in 1967 by Holt Rhinehart and Winston. This test is available at eight cents per copy from: Consulting Psychologists Press Inc., 577 College Avenue, Palo Alto, California 94306. FIRO is an acronym for Fundamental Interpersonal Relations Orientation. The test itself has demonstrated a .76 coefficient of stability showing its reliability. It has also done well when measured for changes resulting from repeats of the test. It remains about 90% reliable. It has been tested for predictive, concurrent and construct validity and Hampton related FIRO to observe behavior. All students would take the FIRO-B 54 questions in six categories before taking the health course and at the end, a comparison would be made between the scores obtained by the groups before and after the course to determine any change between the traditional versus the group dynamics classroom exposure.

I would expect to find a significant difference in the scores of those students exposed to the group process and I would expect the scores of those students not thus exposed to remain fairly much unchanged. The scores for expressed and wanted factors for inclusion, control and affection should be closer together than among those students who had not been involved in group interaction. The measurement to use to verify this expectation would be a T scale for deviation of variance to compare the original group score of 250 students with each of the groups post tested.

REDDI PROJECT Pearl Luxenberg

1972

INSTRUCTIONAL PACKAGE

PURPOSE: (Why)

Teaching for the prevention of the psychosocial problems of health.

RATIONALE and PREMISE: (What)

The underlying cause of abuses* in our society is related to a poor self image and one's inability to cope with his environment.

To build a secure self image, it is necessary for the student to be awere of himself and others and to increase his understanding of interpersonal relationships.

To increase one's ability to cope with an everchanging environment it is necessary to teach a process of solving problems and making decisions.

How? Through Changed Education.

OBJECTIVES:

1. Student involvement in problem solving process:
    - A. coming to his own conclusions
    - B. making decisions
    - C. constructing alternative solutions
2. To provide experiences familiarizing the student with his complex psychological self.
3. To develop values and life style based on changed attitudes.
4. To change teacher's role and "individualize" instruction.
5. To use modern tools of technology (i.e. multi media approach).

*Abuses include: Drugs, alcohol, tobacco, suicide, sex, prejudice, violence, alienation, hostility, apathy.

REDDI PROJECT Pearl Luxenberg

DONE THUS FAR and AVAILABLE FOR VIEWING:

1.- An individualized, self explanatory, kit for a lesson on perception involving multi media approach.*

2. A kit that brings a community resource facility into the classroom via slides and audio tape.

3. Several video tapes of guests and classroom discussions re: psycho social problems and community resources.

4. A folder of rough drafts that log and analyze some activities that were used to carry out specified objectives.

5. A folder containing copies of a comprehensive "final exam" in which the students in the health class compare some of the course goals with actual class experiences that were provided. They also discuss which were the most valuable and least valuable to them and why.

6. A folder containing preliminary assessment listing of failures and successes with some general recommendations thus far tentatively considered.

TO BE DONE:

The next step is to further analyze the above and to allow for changes and improvements.

The most successful of the techniques can then be recommended for use by other teachers.

*See videotape recorder and monitor.

REDDI PROJECT REPORT

VIRGINIA MAC SAVENY

May 19, 1972

1. Goals for fall 1972

   A. To individualize instruction in the primary grades.

   B. To establish a primary resource center.

2. Steps toward these goals.

   A. The primary grade teachers have agreed on a teaching schedule which utilizes large and small group instruction. Under our plan we will have instructional groups of approximately 14 children for reading and math.

   Some children will be in the resource center in larger numbers while other teachers will take subjects with larger groups than those set up above.

   B. A resource center is essential to the success of our program. We have therefore scheduled our classes so that one classroom may be used as a resource center. Various hard and soft ware for this center are on order.

3. Without my REDDI experience we would not be moving into this new program.

   Although the desire for individualizing instruction had been expressed by many of the teachers, we did not know how to get started.

   After being exposed to the wide variety of experiences provided by the REDDI program, I was able to bring useful ideas to my school and we were able to formulate a workable scheme.

4. My Hofstra University courses provided me with a sound basis in the preparation and use of media as an educational tool. I have produced several usable pieces of material for our classroom, but more important I gained enough knowledge in media use to help the children produce several very good projects.

Proposed R.E.D.I. Project for Charles Goddard

What follows, shortly, is an outline of my proposed R.E.D.D.I. project, following, as I interpret it, the "Instructional Development System".

As I pointed out, my proposal was to reconstruct our present sociology course along certain systematic lines and the school's proposal was that I meet with high school teachers in grades 10-12 and "...tell them how to individualize instruction...". It occurs to me, after some thought and since our last seminar, I can attempt to meet both goals. At the moment, I could easily meet with those teachers but what I would tell them would involve tasks which only the administration could accomplish (for example, provide a media center, give teachers time to find new and variedmaterials, etc.) and that alone might not be a bad idea. Later, I can show them what I have done in sociology as a model for what might be done, where possible in existing courses in our department.

What follows is my outline of my project.

I IDENTIFY PROBLEM

A. Assess Needs. These are the goals for the restructured sociology course:

1. Write behavioral objectives
    a. For the course
    b. For units
2. Provide materials, old and new, which
    a. Allow teachers to accomplish the objectives
    b. Enable teachers to teach the material inductively--the inquiry method
3. To the extent possible, suggest test questions which measure the accomplishments of goals of the course and units
4. Present a course which could be taught by another teacher with a minimum knowledge of sociology

The status of the present course is erratic in terms of the above outline. The two teachers who will be teaching this course next semester are ill prepared to teach the course in different ways: one has never taught the course and, to my knowledge, is in a sense not qualified (he never should have been assigned to the task). The other teacher is rigid and unimaginative--teaches for information, relies on regurgitation, etc. Both would be very happy, I am sure, to be presented with a course; whether they would follow the "syllabus" is another question and a problem to be concerned about.

The administration is completely unaware that a problem exists.

B. Establish priorities. I believe these points were covered in "A" above.

C. State the problem. This, too, has, to me, been covered above. I should add that I propose, in addition, to work out some realistic individual research projects for students. My goal is to find, through the assistance of my sociology teacher at Queens, many research problems already completed by professional sociologists and then, to copy the goals of the research projects, methods used and findings; give students only the problem, goals and methods and have them replicate the research. I would like to try this out in my own courses, the second semester, and probably have the other teachers do the same thing.

II. ANALYZE SETTING

A. Audience. Our students are of varying abilities--we have heterogeneous grouping except for accidental grouping here and there, stemming from grouping in other classes or departments. Our students are increasingly "turned off" by school and, being seniors, are almost catatonic when they reach me. They represent a challenge. Inasmuch as one can offer only a sampling of sociology, of course, in an introductory course, one has an opportunity to select as subject matter those things which may turn kids on (recently, for example, as their unit on "The Family", I chose such subjects as "The EArly Marriage Trend"; "Predictors of Success in Marriage", etc.). It is my guess that through required units in the course and also, the chance to choose individual projects which can be done as individuals and/or in groups, the teacher can attempt to rouse the students--and teach them the content and methods of the sociologists.

B. Conditions. In some respects, conditions are ideal: our administration is shouting, "INDIVIDUALIZE." and "WRITE BEHAVIORAL OBJECTIVES." Period. Having run into trouble now and then in the past (with the community first and then, after a telephone call), I am aware of being cautious in some ways. To be more concrete, two students in sociology last spring wrote a questionnaire which in one little part asked respondents to state their opinions about pre-marital intercourse; the eager students, without my knowledge, placed questionnaires in all teachers' boxes and what a storm resulted from "that sex questionnaire".

C. Relevant Resources. I have named a resource: a teacher from Queens. She is busy and it is not easy to see her. I might well use another resource--again, I say, I need a sociologist and not an "educationist".

III. ORGANIZE MANAGEMENT

A. Tasks. At the moment, I am the team.

B. Responsibilities. They are mine, at the moment.

C. Steps. I must have work forthe first month of the course ready by the end of January. I have already begun working on it.

Stage II: Develop

I. Identify Objectives

A. Terminal. These need to be written. Sample ones follow:

1. At the conclusion of an introductory course in sociology, students ought to be able to
    - a. Verbalize some generalizations about
        - 1) The content of sociology
            - a) The kinds of problems which sociolorists study
            - b) How these differ from those which other social scientists study--economists, for example
            - c) The kinds of problems which sociologists study, ewan though such problems were not included in the course
        - 2) The methods of the sociologist
            - a) To list alternative methods employed by the sociologist in order to gather data and draw conclusions
            - b) To state the advantages and disadvantages of given methods

2. At the end of an introductory course in sociology, students
2. should Read a newspaper or listen to the radio or watch a TV program (a news program and/or a panel discussion and/or an ad and/or a "soap opera") more intelligently identifying
    - a. Propaganda from opinion
    - b. A conclusion drawn about a social problem which may or may not be based on adequate evidence

3. During and at the end of the course, students ought to
3. be able to
    - a. State hypotheses about a given problem
    - b. Write steps to be taken to test the hypothesis
    - c. Test the hypothesis
    - d. Evaluate conclusions

B. Enabling. These needs to be done, of course

II. Specify methods

A. Learning. To me, this involves pre-tests and post-tests and also, then, provision for true individualization. I am not ready or qualified at this point to write such tests nor is our school set up in such a way that we can launch true individualization, I say.

B. Instruction. Suggestions, of course, will be included in the syllabus for teachers.

C MMedia. At the moment, we use professional films and have a bibliographyof goods ones for sociology--have picked up some good titles in the course I am taking. We also use a student-made film in one instance (none of us is qualified nor are our students to get student-made films going although there is great interest in this on the part of some students). In addition, we have record-film strips and some transparencies.

III. Construct Proto-types

A. Instructional materials. I have been collecting better ones this semster and will redo the course in terms of these.

B. Evaluation of materials. I will do that, at the outset, and of course will get the teachers and, hopefully, the students, to do this.

Here, I stop. I would like

A. Suggestions and reactions to the proposal, incomplete and tentative as it is.

B. Concrete suggestions, feasible ones in light of my limited time for the project, for "validating" my project.

June 19, 1972

To: Carin Chapman

From: Charles Goddard

Re: Report on plans next year--related to REDDI experience.

The problems with which I was always concerned involved means of individualizing instruction in selected courses in my department in my high school. Means of individualization with which I was primarily concerned were these:

1. Media of various kinds
    a. To be used by the teacher for instructional purposes.
    b. To be used by students for "feedback" or reporting by on learning (using media rather than a paper or oral report, for example).
2. Readings of different levels of difficulty and on different phases of a course in order to appeal to different interests.
3. Learning activities other than #1 or #2, above, such as developing and interpreting questionnaires or interviewing people and reporting (orally or in writing) results.

Having in mind this problem and the three suggested means of achieving them as listed above, I should point out that my work was aimed at the improvement of an "old" course (Introduction to Behavioral Sciences), improving a new, "canned" course in sociology which we have purchased and will offer inthe second semester and at a new course which I will develop and teach in the second semester--a course in contemporary problems wherein an important goal is to minimize reading and to maximize other, alternative means of learning.

In addition and using material I got from the Resource Center of B.O.C.E.S., I laid the groundwork for a new course in consumer economics which will be offered in our department next year. While I will not develop or teach this course, I wrote to about 50 or more places all over the U.S. and gathered a variety of materials which can be used in this course.

My terminal performance objectives for June, 1973 involve me, my teaching and my courses only. Briefly some objectives are these:

1. I will have used and evaluated a variety of media in instruction.
2. Some of my students will have used a variety of media in my courses.
3. I will have developed, taught and evaluated a new course.

I have already indicated some of the learning activities or materials produced. This summer I plan to comb some film catalogues in order to improve the quality and relevance of films for my courses. I have ordered some film strip-record kits for use next year. I have had regular consultations with my sociology teacher at Queens (where I took a course all year) and as a result have materials and activities related to such student activities as developing and giving questionnaires, interview techniques, etc.

My experience as a REDDI participant was of course enriching and worthwhile. I must say in honesty that the two courses in the use of media instruction, offered at Hofstra, helped eliminate a bias I had about the use of media. The theoretical course stimulated my thinking in a variety of ways and was practical, too, for we were given a "happening" on day and shown all kinds of equipment. The "practical" course showed me that I am not always "all fingers and thumbs" and that I could indeed develop some of my own stuff. Other phases of the REEDI experience--the Friday sessions, for example, were valuable in a variety of ways. I valued very much sharing experience with teachers from other schools and other subject fields. Many of our activities were stimulating. Most of all, it was so worthwhile to get away from the old rut of the same old routine of teaching and the same school and gain some perspective, perhaps, as a result. I was grateful for the experience.

Charles Goddard

Charles Goddard

Proposed Project for Carle Place in REDDI Institute - Miriam C. Ormond

1. BRIEF DESCRIPTION OF THE PROJECT

Employing the competencies of four 7th and four 8th grade teachers who have indicated a willingness to participate in the program, to provide a climate for meeting the intellectual, social, and emotional needs, interests, and aspirations of two groups of approximately 100 students at the seventh and the eighth grade levels.

To schedule the time of these teachers so that they will meet daily to review the educational program for a 180-minute time period.

To arrange for a guidance counselor, resource teacher, and other specialized personnel to participate in the daily planning sessions and to assist with learning activities as needed.

To provide an opportunity for complete flexibility of the program, so that as needs change, so will the program.

To arrange for learning activities in large and small groups, as well as for individual learning activities.

To provide a learning situation wherein the students will be permitted to move about a home room base, an oversized double classroom separated by a movable partition, a large group meeting room (cafeteria), a work space area, and a library-media center, in accordance with the planned activity.

To provide continuous, cooperative, and constructive evaluation of the program.

2. PARTICIPANTS

Teams of 7th and 8th grade teachers, covering the disciplines of English, Social Studies, Science, and Math at each level, plus guidance and resource personnel.

3. ROLE OF THE RESOURCE EDUCATOR

a. Assist teachers in the identification of meaningful learning objectives for all students.

b. Help teachers to select learning materials with emphasis on self-learning.

c. Help teachers to organize varied learning arrangements.

d. Assist in setting up independent learning centers.

e. Assist in planning educational experiences outside of school.

f. Arrange for community resource people to work with students.

3. ROLE OF THE RESOURCE EDUCATOR (continued)

g. Organize a parent-volunteer program.

h. Assist in the preparation of media materials.

i. Keep teachers informed about new individualized learning materials.

j. Confer and advise students on independent study projects.

k. Plan student activity program and social affairs.

l. Assist in the integration of the fine arts and the practical arts with the basic program.

m. Coordinate visitation program.

n. Prepare press releases and information bulletins.

o. Organize parent organization.

p. Arrange for special conferences and workshops.

q. Plan program evaluation.

4. EVALUATION

a. Essay and objective tests to be devised and administered to

   1) measure progress
   2) judge growth
   3) determine strengths and weaknesses
   4) plan alternate learning modes
   5) develop teacher-learning experiences

b. Discussions within the group

   1) of progress
   2) of process
   3) of products
   4) of activities

c. Charts, graphs, and work projects of accomplishments kept by pupils and teachers.

d. Anecdotal records of pupils kept by teacher in determining growth in the area of the affective domain, i. e., human relations, appreciations, and attitudes.

e. Research into the effectiveness of the program in accomplishing the goals of the pupils, the faculty, and the community.

BEST COPY AVAILABLE

2 JUNE, 1972

DEAR LARRY

AT LAST I HAVE SOME RESULTS....

(1) CARD WHICH IS MARKED WITH #2 PENCIL

(2) RESPONSE FORM AS USED BY 8TH GRADE STUDENTS (MATCHES CARD). THE TOPIC WAS WRITTEN ON THE BLACKBOARD.

(3) PRINTOUT FROM THE FIRST PERIOD CLASS WHERE STUDENT NUMBERS (NOT NAMES) WERE USED. THE "SUBJECT" AT TOP OF THE SHEET IS THE EXACT WORDING OF THE TEACHER (!!). THIS WAS A DEMONSTRATION WITH MUCH RESPONSE FROM STUDENTS IN THE CLASS. NOTE THAT THE PRINTOUT SORTED THE RESPONSES INTO CATEGORIES AND PLACED THE POSITIVE ITEMS ON THE LEFT (AS PREVIOUSLY AGREED TO BY THE TEACHERS). THE STARS (*) INDICATE THE MEAN (ROUNDED OFF TO A WHOLE NUMBER), AND THE AVERAGE FOR THE GROUP IS SHOWN NEXT TO EACH HEADING.

(4) PRINTOUT FROM THIRD PERIOD CLASS IN WHICH STUDENT NUMBERS WERE NOT USED. WE TRIED TO CHOOSE 2 CLASSES WHICH SEEMED SIMILAR IN A GENERAL WAY (ATTITUDE, ABILITY, ETC.), BUT THIS WAS

A SUBJECTIVE JUDGEMENT. ALL SCIENCE CLASSES ARE HETEROGENEOUSLY GROUPED, BUT SCHEDULING PROBLEMS IN OTHER SUBJECTS CAN HAVE AN EFFECT UPON SCIENCE GROUPS. NEVERTHELESS, I BELIEVE THAT THE MINOR DIFFERENCES IN SCORES BETWEEN CLASSES 1 AND 3 TELL US THAT INDICATING STUDENT NUMBERS IS NOT HAVING MUCH OF AN EFFECT UPON THE RESULTS. WHAT DO YOU THINK?

WE DISCOVERED THAT TOO MUCH "ROUNDING OFF" GAVE AN AVERAGE FOR THE 2 CLASSES THAT DID NOT SEEM TO MATCH UP WELL ENOUGH WITH THE INDIVIDUAL CLASS RESULTS. SO, THE PROGRAM HAS BEEN REWRITTEN TO REPORT AVERAGES FOR EACH ITEM TO THE NEAREST TENTH. THIS REFINEMENT IS WORKING OUT VERY NICELY. THE TEACHERS ARE PLANNING ON USING THE REVISED PROGRAM TODAY TO RATE A LABORATORY EXPERIENCE.

WITH LUCK, I MAY CONVINCE THE TEACHERS TO USE THE INSTRUMENT TO RATE A UNIT OR EVEN THE YEAR'S WORK. I THINK THAT WE HAVE A VERY GOOD DEVICE!

AM LEAVING FOR ENGLAND JUNE 16TH. IF YOU HAVE ANY QUESTIONS, PLEASE CALL MA 7-4541. I'M OUT A LOT... KEEP TRYING)

SINCERELY,

Gates

GATES WILLARD
233 Manhasset Avenue
Manhasset, New York
11030

SUBJECT:
****

CHEMICAL CELL

LAB 5-6 AND LECTURE DEMONSTRATIONS
ONE WEEK

PERIOD 1 & 3: COMBINED---LOWER I.Q.
****

EVALUATION--- 3.56
****

EXCITING	5 4 * 2 1	BORING	- 3.3-
INTERESTING	5 * 3 2 1	DULL	- 3.9-
GOOD	5 * 3 2 1	BAD	- 3.5-
VALUABLE	5 * 3 2 1	WORTHLESS	- 3.9-
IMPORTANT	5 4 * 2 1	UNNECESSARY	- 3.2-

ACTIVITY--- 3.18
****

DOING	5 * 3 2 1	LISTENING	- 3.7-
ACTIVE	5 * 3 2 1	PASSIVE	- 3.7-
FAST	5 4 * 2 1	SLOW	- 3.2-
ACTION	5 4 * 2 1	TALK	- 3-
FUN	5 4 3 * 1	WORK	- 2.3-

UNDERSTANDING--- 2.8
****

EASY	5 4 * 2 1	HARD	- 2.8-
SIMPLE	5 4 * 2 1	COMPLICATED	- 2.9-
FAMILAR	5 4 * 2 1	STRANGE	- 2.5-
UNDERSTANDABLE	5 4 * 2 1	CONFUSING	- 3-
PREDICTABLE	5 4 * 2 1	UNPREDICTABLE	- 2.8-

SUBJECT:
****

CHEMICAL CELL.

LAB 5-6 AND LECTURE DEMONSTRATIONS
ONE WEEK

PERIOD 1 & 3: COMBINED---HIGHER I.Q.
****

EVALUATION--- 3.39
****

EXCITING	5 4 * 2 1	BORING	- 3-
INTERESTING	5 4 * 2 1	DULL	- 3.2-
GOOD	5 4 * 2 1	BAD	- 3.5-
VALUABLE	5 * 3 2 1	WORTHLESS	- 3.8-
IMPORTANT	5 4 * 2 1	UNNECESSARY	- 3.5-

ACTIVITY--- 3.2
****

DOING	5 4 * 2 1	LISTENING	- 3.3-
ACTIVE	5 4 * 2 1	PASSIVE	- 3.4-
FAST	5 * 3 2 1	SLOW	- 3.5-
ACTION	5 4 * 2 1	TALK	- 3.1-
FUN	5 4 * 2 1	WORK	- 2.7-

UNDERSTANDING--- 3.01
****

EASY	5 4 * 2 1	HARD	- 3.2-
SIMPLE	5 4 * 2 1	COMPLICATED	- 3.1-
FAMILAR	5 4 3 * 1	STRANGE	- 2.5-
UNDERSTANDABLE	5 4 * 2 1	CONFUSING	- 3.2-
PREDICTABLE	5 4 * 2 1	UNPREDICTABLE	- 3-

SUBJECT:
****

CHEMICAL CELL

LAB 5-6 AND LECTURE DEMONSTRATIONS
ONE WEEK

PERIOD 1: STUDENT NUMBERS USED
****

EVALUATION--- 3.35
****

EXCITING	5 4 * 2 1	BORING	- 3.1-
INTERESTING	5 4 * 2 1	DULL	- 3.3-
GOOD	5 * 3 2 1	BAD	- 3.5-
VALUABLE	5 * 3 2 1	WORTHLESS	- 3.6-
IMPORTANT	5 4 * 2 1	UNNECESSARY	- 3.2-

ACTIVITY--- 3.17
****

DOING	5 4 * 2 1	LISTENING	- 3.4-
ACTIVE	5 4 * 2 1	PASSIVE	- 3.4-
FAST	5 4 * 2 1	SLOW	- 3.3-
ACTION	5 4 * 2 1	TALK	- 3.2-
FUN	5 4 3 * 1	WORK	- 2.5-

UNDERSTANDING--- 2.95
****

EASY	5 4 * 2 1	HARD	- 3.2-
SIMPLE	5 4 * 2 1	COMPLICATED	- 3.2-
FAMILAR	5 4 3 * 1	STRANGE	- 2.4-
UNDERSTANDABLE	5 4 * 2 1	CONFUSING	- 3-
PREDICTABLE	5 4 * 2 1	UNPREDICTABLE	- 3-

SUBJECT:
****

CHEMICAL CELL

LAB 5-6 AND LECTURE DEMONSTRATIONS
ONE WEEK

PERIOD 3: STUDENT NUMBERS USED
****

EVALUATION--- 3.51
****

EXCITING	5 4 * 2 1	BORING	- 3-
INTERESTING	5 4 * 2 1	DULL	- 3.4-
GOOD	5 * 3 2 1	BAD	- 3.5-
VALUABLE	5 * 3 2 1	WORTHLESS	- 4-
IMPORTANT	5 * 3 2 1	UNNECESSARY	- 3.7-

ACTIVITY--- 3.25
****

DOING	5 4 * 2 1	LISTENING	- 3.4-
ACTIVE	5 4 * 2 1	PASSIVE	- 3.4-
FAST	5 4 * 2 1	SLOW	- 3.5-
ACTION	5 4 * 2 1	TALK	- 3.1-
FUN	5 4 * 2 1	WORK	- 2.8-

UNDERSTANDING--- 3.02
****

EASY	5 4 * 2 1	HARD	- 3.1-
SIMPLE	5 4 * 2 1	COMPLICATED	- 3-
FAMILAR	5 4 * 2 1	STRANGE	- 2.7-
UNDERSTANDABLE	5 4 * 2 1	CONFUSING	- 3.3-
PREDICTABLE	5 4 * 2 1	UNPREDICTABLE	- 3-

SUBJECT:
****

CHEMICAL CELL

LAB 5-6 AND LECTURE DEMONSTRATIONS
ONE WEEK

PERIOD 1 & 3: COMBINED
****

EVALUATION--- 3.43
****

EXCITING	5 4 * 2 1	BORING	- 3-
INTERESTING	5 4 * 2 1	DULL	- 3.3-
GOOD	5 * 3 2 1	BAD	- 3.5-
VALUABLE	5 * 3 2 1	WORTHLESS	- 3.8-
IMPORTANT	5 4 * 2 1	UNNECESSARY	- 3.4-

ACTIVITY--- 3.21
****

DOING	5 4 * 2 1	LISTENING	- 3.4-
ACTIVE	5 4 * 2 1	PASSIVE	- 3.4-
FAST	5 4 * 2 1	SLOW	- 3.4-
ACTION	5 4 * 2 1	TALK	- 3.1-
FUN	5 4 * 2 1	WORK	- 2.7-

UNDERSTANDING--- 2.98
****

EASY	5 4 * 2 1	HARD	- 3.1-
SIMPLE	5 4 * 2 1	COMPLICATED	- 3.1-
FAMILAR	5 4 * 2 1	STRANGE	- 2.5-
UNDERSTANDABLE	5 4 * 2 1	CONFUSING	- 3.1-
PREDICTABLE	5 4 * 2 1	UNPREDICTABLE	- 3-

SUBJECT:
****

CHEMICAL CELL

LAB 5-6 AND LECTURE DEMONSTRATIONS
ONE WEEK

PERIOD 1 & 3: COMBINED---GIRLS
****

EVALUATION--- 3.61
****

EXCITING	5 4 * 2 1	BORING	- 3.1-
INTERESTING	5 4 * 2 1	DULL	- 3.4-
GOOD	5 * 3 2 1	BAD	- 3.7-
VALUABLE	5 * 3 2 1	WORTHLESS	- 4.1-
IMPORTANT	5 * 3 2 1	UNNECESSARY	- 3.8-

ACTIVITY--- 3.27
****

DOING	5 * 3 2 1	LISTENING	- 3.7-
ACTIVE	5 * 3 2 1	PASSIVE	- 3.6-
FAST	5 4 * 2 1	SLOW	- 3.4-
ACTION	5 4 * 2 1	TALK	- 3.1-
FUN	5 4 * 2 1	WORK	- 2.7-

UNDERSTANDING--- 2.81
****

EASY	5 4 * 2 1	HARD	- 3-
SIMPLE	5 4 * 2 1	COMPLICATED	- 3-
FAMILAR	5 4 3 * 1	STRANGE	- 2.3-
UNDERSTANDABLE	5 4 * 2 1	CONFUSING	- 3.1-
PREDICTABLE	5 4 * 2 1	UNPREDICTABLE	- 2.6-

SUBJECT:
****

CHEMICAL CELL

LAB 5-6 AND LECTURE DEMONSTRATIONS
ONE WEEK

PERIOD 1 & 3: COMBINED---BOYS
****

EVALUATION--- 3.2
****

EXCITING	5 4 * 2 1	BORING	- 3-
INTERESTING	5 4 * 2 1	DULL	- 3.2-
GOOD	5 4 * 2 1	BAD	- 3.3-
VALUABLE	5 * 3 2 1	WORTHLESS	- 3.5-
IMPORTANT	5 4 * 2 1	UNNECESSARY	- 3-

ACTIVITY--- 3.11
****

DOING	5 4 * 2 1	LISTENING	- 3.1-
ACTIVE	5 4 * 2 1	PASSIVE	- 3.2-
FAST	5 * 3 2 1	SLOW	- 3.5-
ACTION	5 4 * 2 1	TALK	- 3.1-
FUN	5 4 * 2 1	WORK	- 2.6-

UNDERSTANDING--- 3.18
****

EASY	5 4 * 2 1	HARD	- 3.3-
SIMPLE	5 4 * 2 1	COMPLICATED	- 3.3-
FAMILAR	5 4 * 2 1	STRANGE	- 2.7-
UNDERSTANDABLE	5 4 * 2 1	CONFUSING	- 3.2-
PREDICTABLE	5 4 * 2 1	UNPREDICTABLE	- 3.4-

SUBJECT: LAB 5-6 AND LECTURE DEMONSTRATIONS
ONE WEEK

	25 50	A	B	C	D	E	
	24 49	A	B	C	D	E	
	23 48	A	B	C	D	E	
	22 47	A	B	C	D	E	
	21 46	A	B	C	D	E	
	20 45	A	B	C	D	E	
	19 44	A	B	C	D	E	
	18 43	A	B	C	D	E	
	17 42	A	B	C	D	E	
	16 41	A	B	C	D	E	
BORING	15 40	A	B	C	D	E	EXCITING
EASY	14 39	A	B	C	D	E	HARD
DULL	13 38	A	B	C	D	E	INTERESTING
ACTIVE	12 37	A	B	C	D	E	PASSIVE
SIMPLE	11 36	A	B	C	D	E	COMPLICATED
BAD	10 35	A	B	C	D	E	GOOD
FAST	9 34	A	B	C	D	E	SLOW
STRANGE	8 33	A	B	C	D	E	FAMILIAR
VALUABLE	7 32	A	B	C	D	E	WORTHLESS
TALK	6 31	A	B	C	D	E	ACTION
UNDERSTANDABLE	5 30	A	B	C	D	E	CONFUSING
UNNECESSARY	4 29	A	B	C	D	E	IMPORTANT
FUN	3 28	A	B	C	D	E	WORK
UNPREDICTABLE	2 27	A	B	C	D	E	PREDICTABLE
DOING	1 26	A	B	C	D	E	LISTENING

CARD NO

STUDENT NUMBER

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

DID YOU ANSWER
EVERY ITEM ??

RAYMOND HORTON

] The Problem Identified

The greatest problem facing the classroom teacher who wishes to individualize instruction is matching materials to the abilities of students. Individualization of instruction without provision for individual differences in reading ability is a contradiction in terms. However, little thought has been given to the problem of how best to match materials to students. The traditional classroom rarely provided appropriate materials for students and the usual procedure of all children working in the same materials is considered to be bad practice. The use of multi-media materials has mitigated this problem slightly, since children's listening level is usually higher than their reading level. However, no satisfactory method has been developed to assess the ability of a particular student to handle a particular material, whether it is print or some other media. It was with this problem in mind that an attempt is being made to establish the construct validity of cloze procedure. This research is related to materials which are printed however, it can be extended to other media materials. Moreover, it is an attempt to determine whether the cloze procedure is an appropriate devise to be used in determining whether a particular material is appropriate for a particular student at a particular point in time.

One of the greatest causes of failure in the classroom results from failure to provide the student with materials appropriate to his reading level. The determination of the proper level is an involved and time consuming task that leaves much to be desired. First, the independent and instructional reading levels must be ascertained by the use of an informal reading inventory. The informal reading inventory takes a great deal of time for a trained person, and it must be administered individually. Second, the readability level of the materials must be determined by some method. The most popular, but not necessarily the most effective or efficient, method is to apply a readability formula to the materials to be used. At this point, the student is matched with that material which appears to be closest to his instructional reading level.

Unfortunately, few schools have people who know how to perform the time consuming task of applying readability formulas. Another problem is that the numbers arrived at from the readability formula and the informal reading inventory are abstractions. This is to say, that a seven-one obtained from an informal reading inventory cannot truly be interpreted to be the same as a seven-one readability level obtained from a formula such as a Dale-Chall. The variables which affect each score are numerous and it is impossible to account for all of them when interpreting either a readability score or a score obtained from an informal reading inventory.

The cloze procedure can provide the teacher with a simple test, which can be constructed from any written material and which can be used to determine whether a child can operate efficiently and effectively in the materials. Cloze tests can be constructed and scored by clerks.

In a class organized for individualized instruction, using a variety of materials at a multitude of levels,the readability formula--informal reading inventory approach, represents an impossible task. Further, there is great doubt whether the results obtained are valid.

On the other hand, it is possible that cloze tests can be routinely constructed for all instructional materials and kept on hand to be administered before a student is permitted to go into new materials. The short cloze test can provide the teacher with a valid and reliable indication of a student's ability to use a particular piece of materiall.

II Objectives

The purpose of the study is to establish the construct validity of cloze procedure. This will be demonstrated by measuring the relationships between cloze procedure and several variables. The relationship between cloze tests and tests of reading achievement will be measured. The relationship between cloze tests and tests of verbal intelligence will also be measured. The Guilford Structure-of-Intellect Model will be utilized to identify those intellectual abilities which comprise cloze tests and those which comprise reading comprehension tests. The specific tests from the battery created by Guilford and his colleagues to measure these abilities will be administered as well as tests from the Kito and Cognitive Reference Factors, published by E.T.S.

The extent to which cloze procedure is actually measuring specific intellectual abilities will be assessed thus demonstrating its construct validity. The extent that reading comprehension tests are measuring specific intellectual abilities will also be measured. The extent to which cloze procedure and reading comprehension measure similar and different intellectual abilities will be examined. The extent to which cloze procedure is a measure of reading comprehension and verbal intelligence will also be assessed.

III Audience in Plainview

If the hypothesis of this study is determined to be acceptable and the cloze procedure is, in truth, measuring the same constructs as are being measured by tests of reading comprehension, a program will be initiated to teach the intermediate and secondary staff to construct and use cloze tests as integral parts of the instructional program. This will be done through a series of mini-courses which will be presented to the staff of reading consultants, school administrators and the teachers of each of the intermediate and secondary schools in the district.

IV Learning Experiences Involved

The cloze procedure will enable teachers, and students, to determine effectively and efficiently their ability to deal with a particular material at a particular point in time.

V Overall Relationship to REDDI

The REDDI program has concerned itself with media-materials. Codex type print materials are still the most widely used, and abused, of all the media materials found in the schools. The research and the procedures developed in this research can be extended to multimedia materials since cloze tests can be constructed from listening materials as well as written materials.

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NYSED MINI-PROJECT PROGRAM

AUTOMATION HUMANIZES THE CLASSROOM
Title of Proposal: An In-Service Course to Illustrate "HOW"

School District: Carle Place Public School, District #11, No. Hempstead

Identification Number:
(To be assigned by Regional Planning Office)

Major Category (Descriptor): Communications - Multimedia Instruction

Project Director: William A. Bacci, Asst. Superintendent/Curriculum

Region of the State: Nassau County, Long Island

Date Submitted: January 3, 1972

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Application for NYSED Mini-Project Program

A. Educational Need

Educational technology has developed to such an extent that the teacher's role as an imparter of information can be taken over by learning materials, thus freeing the teacher to work in a more humanistic manner with individuals and small groups. Therefore, materials will have to become the tools of the teacher as he organizes the learning environment for greater success by all children under his tutelage.

B. Problem

The teacher needs to be made aware of the technological advances which are taking place so rapidly and be made to feel comfortable in the incorporation of these mediated devices into his curriculum as an integral part rather than as an adjunct to the learning process.

It is felt that, as a result of active participation in an in-service course on media, each teacher will be able to

1. identify a problem area in his/her own curriculum
2. analyze the conditions and organize time lines
3. state objectives in behavioral terms
4. specify the learning methods and media involved
5. construct a prototype to be tested
6. conduct a tryout of the prototype
7. evaluate the results of the trial run
8. analyze the results in terms of the stated objectives
9. implement the model, if acceptable
   re-cycle, if unacceptable.

C. Participants

All elementary and secondary teachers of the Carle Place Public School District will be urged to participate in the course and to carry on the techniques learned into the problem areas and to non-participants within their various school buildings.

The course will be conducted by the district's REDDI participant who is registered as a candidate for a Professional Diploma in Instructional Communications at Hofstra University.

D. Activities

Each participant will be required to develop a unit relating to his own curriculum, in which a variety of media will be used. A sample of the unit will be distributed to each member of the class for group evaluation. Emphasis will be placed on the fact that this is a practical unit and is to be used in the participant's classroom activity.

Materials for projects will be available, as well as equipment for construction and projection.

A bibliography will be distributed and participants will be encouraged to explore further to expand their own knowledge and interests.

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Application for NYSED Mini-Project Program - 2

E. Itemized Budget

1. Salary - Instructor - 15 sessions/2 hours each	$600.00
Clerk/Typist - reproduction of materials	200.00
2. Materials for Sessions	
a. Identify problems, assess needs, establish priorities, analyze setting, audience, conditions, resources. Need - Instructional Development System - rental	300.00
b. Organize tasks and establish time lines Need - PERT text - 50¢ x 30	15.00
c. Establish objectives - terminal and enabling Need - Preparing Instructional Objectives by Robert F. Mager - $1.75 x 30	52.50
d. Basic Educational Graphics Need - transparencies; pens/pencils; tracing paper.	50.00
e. Overhead Projection Need - Diazo materials	25.00
f. Cameras in Education Need - film - 35 mm and Instamatic; bulbs	25.00
g. Conventional Media Need - own TV and radio - cassettes	-------
h. Graphics for Television Need - Educational Media Lab materials - rental	50.00
i. Programmed Instruction Need - Educational Media Lab materials - rental	50.00
j. Educational Systems Need - film - rental - [illegible]	25.00
k. Evaluation Materials Need - materials in professional library	-------
l. Test prototype	-------
m. Analyze results and [illegible] of techniques	-------
n. Implementation of [illegible]	-------
o. Evaluation of program Need - [illegible]	-------
	$1392.50

CARLE PLACE PUBLIC SCHOOLS
Carle Place, New York

February 22, 1972

FROM: Assistant Superintendent for Curriculum

TO: Superintendent of Schools

SUBJECT: In-Service Course - Automation & Effective Instruction Humanize the Classroom.
Two (2) Credits

Date & Time:	The course will begin Thursday, March 2, 1972, meeting weekly from 3:30 to 5:30 p.m., terminating June 15, 1972.
Location:	Carle Place High School.
Instructor:	REDDI Participant Mrs. M. Ormond.
Participants:	Limited to 30 - registration still open.
Credit:	Two (2) in-service credits will be given to all staff members who successfully complete the course.
Course:	Total 30 instructional hours.
Requirements:	1. Class attendance and participation. 2. Independent Research. 3. Completion of DEI Workbook. 4. Use of lesson plans in classroom situation. 5. Evaluation of lesson plans developed.
Cost:	None to the District. A mini-grant was received from the State Education Department for this program.

William A. Bacci
Assistant Superintendent
for Curriculum

WAB:re

CARLE PLACE PUBLIC SCHOOLS
Carle Place, New York

February 22, 1972

COURSE OUTLINE

Session I
March 2, 1972 A. Designing Effective Instruction - Introduction to Basic Principles

B. Identify problems, assess needs, establish priorities, analyze setting, audience, conditions, resources.

Materials:
- a. DEI Workbooks - Unit I
- b. Instructional Development Systems (rental)

Session II
March 9, 1972 A. Designing Effective Instruction - General goals, Affective and Cognitive Objectives.

B. Organizing tasks and establishing time lines.

Materials:
- a. DEI Workbooks - Unit II
- b. PERT text.

Session III
March 16, 1972 A. Designing Effective Instruction - Main Components of an Objective: Behavioral terms, Conditions, Standards.

B. Establishing terminal and enabling objectives.

Materials:
- a. DEI Workbook - Unit III
- b. Text - Preparing Instructional Objectives by Mager.

Session IV
March 23, 1972 A. Designing Effective Instruction - Classification of Objectives: Verbal, Discrimination, Motor Performance.

B. Basic Educational Graphics.

Materials:
- a. DEI Workbook - Unit IV
- b. Transparencies, tracing paper.

Session V Independent Work Session
March 30, 1972 A. Designing Effective Instruction - Criterion Tests

B. Conventional Media.

Materials:
- a. DEI Workbook - Unit V.

Session VI
April 13, 1972 A. Designing Effective Instruction - Determining Entry Level.

B. Overhead Projection.

Materials:
- a. DEI Workbook - Unit VI.
- b. Diazo materials

Session VII
April 20, 1972 A. Designing Effective Instruction - Entry Level Tests.

B. Cameras in Education

Materials:
- a. DEI Workbook - Unit VII.
- b. 35 mm film and Instamatic.

Session VIII
April 27, 1972 A. Designing Effective Instruction - Stimulus and Response.

B. Graphics for Television.

Materials:
- a. DEI Workbook - Unit VIII.
- b. Educational Media Lab (rental).

Session IX
May 4, 1972 A. Designing Effective Instruction - One-way and Two-way Stimulus - Response Pairs. Single and Multiple Discriminations.

B. Programmed Instruction.

Materials:
- a. DEI Workbook - Unit IX.
- b. Educational Media Lab (rental).

Session X
May 11, 1972 A. Designing Effective Instruction - Content Analysis.

B. Educational Systems.

Materials:
- a. DEI Workbook - Unit X.
- b. Film rental BOCES.

Session XI
May 18, 1972 A. Designing Effective Instruction - Stimulus-Response Pairs in Chain Activities.

B. Evaluation Materials.

Materials:
- a. DEI Workbook - Unit XI
- b. Carle Place Professional Library.

Session XII
May 25, 1972

A. Designing Effective Instruction - Influence of Objectives on Content.

B. Test prototype.

Materials:
- a. DEI Workbook - Unit XII

Session XIII
June 1, 1972

A. Designing Effective Instruction - Developing Objectives and Deriving Content.

B. Analyze results and evaluation of techniques.

Materials:
- a. DEI Workbook - Unit XIII.

Session XIV
June 8, 1972

A. Designing Effective Instruction - Programmed Lesson Plans and Instructional Media.

B. Implementation or recycling of system.

Materials:
- a. DEI Workbook - Unit XIV.

Session XV
June 15, 1972

A. Designing Effective Instruction - Validation.

B. Evaluation of Program.

Materials:
- a. DEI Workbook - Unit XV.
- b. Stated course objectives.

REDDI PROJECT PEARL LUXENBERG

[redacted] 1972

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INSTRUCTIONAL PACKAGE

PURPOSE: (WHY)

TEACHING FOR THE PREVENTION OF THE PSYCHOSOCIAL PROBLEMS OF HEALTH

RATIONALE AND PREMISE: (WHAT)

THE UNDERLYING CAUSE OF ABUSES* IN OUR SOCIETY IS RELATED TO A POOR SELF IMAGE AND ONE'S INABILITY TO COPE WITH HIS ENVIRONMENT.

TO BUILD A SECURE SELF IMAGE IT IS NECESSARY FOR THE STUDENT TO BE AWARE OF HIMSELF AND OTHERS AND TO INCREASE HIS UNDERSTANDING OF INTERPERSONAL RELATIONSHIPS

TO INCREASE ONE'S ABILITY TO COPE WITH AN EVERCHANGING ENVIRONMENT IT IS NECESSARY TO TEACH A PROCESS OF SOLVING PROBLEMS AND MAKING DECISIONS

*ABUSES INCLUDE:
DRUGS ALCOHOL TOBACCO SUICIDE SEX HOSTILITY APATHY
PREJUDICE VIOLENCE ALIENATION

HOW? THROUGH CHANGED EDUCATION

OBJECTIVES:

1. STUDENT INVOLVMENT IN PROBLEM SOLVING PROCESS:
    a) coming to HIS OWN CONCLUSIONS
    b) MAKING DECISIONS
    c) CONSTRUCTING ALTERNATIVE SOLUTIONS

2. TO PROVIDE EXPERIENCES FAMILIARIZING THE STUDENT WITH HIS COMPLEX PSYCHOLOGICAL SELF

3. TO DEVELOP VALUES AND A LIFE STYLE BASED ON CHANGED ATTITUDES

4. TO CHANGE TEACHER'S ROLE AND "INDIVIDUALIZE" INSTRUCTION

5. TO USE MODERN TOOLS OF TECHNOLOGY (I.E. MULTIMEDIA APPROACH)

DONE THUS FAR AND AVAILABLE FOR VIEWING:

1) AN INDIVIDUALIZED, SELF EXPLANATORY, KIT FOR A LESSON ON PERCEPTION INVOLVING MULTIMEDIA APPROACH*

2) A KIT THAT BRINGS A COMMUNITY RESOURCE FACILITY INTO THE CLASSROOM VIA SLIDES AND AUDIOTAPE

3) SEVERAL VIDEOTAPES OF GUESTS AND CLASSROOM DISCUSSIONS RE: PSYCHO SOCIAL PROBLEMS AND COMMUNITY RESOURCES

4) A FOLDER OF ROUGH DRAFTS THAT LOG AND ANALYZE SOME ACTIVITIES THAT WERE USED TO CARRY OUT SPECIFIED OBJECTIVES

5) A FOLDER CONTAINING COPIES OF A COMPREHENSIVE "FINAL EXAM" IN WHICH THE STUDENTS IN THE HEALTH CLASS COMPARE SOME OF THE COURSE GOALS WITH ACTUAL CLASS EXPERIENCES THAT WERE PROVIDED. THEY ALSO DISCUSS WHICH WERE THE MOST VALUABLE AND LEAST VALUABLE TO THEM AND WHY.

6) A FOLDER CONTAINING PRELIMINARY ASSESSMENT LISTING OF FAILURES AND SUCCESSES WITH SOME GENERAL RECOMMENDATIONS THUS FAR TENTAVELY CONSIDERED

* SEE VIDEOTAPE RECORDER + MONITOR

- TO BE DONE:

THE NEXT STEP IS TO FURTHER ANALYZE THE ABOVE AND TO ALLOW FOR CHANGES AND IMPROVEMENTS.

THE MOST SUCCESSFUL OF THE TECHNIQUES CAN THEN BE RECOMMENDED FOR USE BY OTHER TEACHERS.

GATES WILLARD
JAN 28, 1972

STATEMENT OF PURPOSE FOR REDDI PROJECT.

(AN EVALUATION OF AN INDIVIDUALIZED SCIENCE 8 PROGRAM AT MANHASSET NY JR-SR HIGH)

IN THE SPRING OF 1971, IT WAS DECIDED TO REDESIGN MANHASSET'S SCIENCE 8 COURSE. DURING THE SUMMER, BEHAVIORAL OBJECTIVES WERE WRITTEN, AND SEVERAL BASIC UNITS WERE OUTLINED. HOWEVER, THERE WAS ONLY TIME, TO WRITE THE FIRST UNIT IN DETAIL AND TO PRODUCE THE LEARNING MATERIALS TO GO WITH IT. SINCE SEPTEMBER, A TEAM OF 3 TEACHERS HAS BEEN TRYING OUT THE COURSE. USING THE RECENTLY WRITTEN BEHAVIORAL OBJECTIVES AS THE GUIDE, THEY ARE GENERATING ALL OF THE LEARNING MATERIALS AS THEY GO. ALTHOUGH THEY ARE GETTING SECRETARIAL HELP, THE TEACHERS ARE QUITE PRESSED FOR TIME!

THE AIM OF THE PROGRAM HAS BEEN TO DESIGN A SEQUENCE OF INTERRELATED CONCEPTS WHICH THE STUDENT WILL INVESTIGATE THROUGH A CAREFULLY PLANNED SERIES OF LABORATORY ACTIVITIES. THE TEACHERS HAVE COMMITTED THEMSELVES TO MAKE IT POSSIBLE FOR EVERY STUDENT TO TAKE PART IN EVERY ACTIVITY IN ORDER TO MAXIMIZE UNDERSTANDING FOR EVERYONE. ELABORATE PROCEDURES HAVE BEEN DEVELOPED FOR FREQUENT CHECKING OF STUDENT PROGRESS. A STUDENT IS NOT PERMITTED TO PROCEED TO THE NEXT OBJECTIVE UNTIL THE PREVIOUS ONE HAS BEEN MET WITH SUCCESS. A VARIETY OF PROGRAMMED ENRICHMENT ACTIVITIES HAS BEEN PREPARED FOR THOSE STUDENTS WHO WANT TO LEARN IN GREATER DEPTH.

EVALUATION IS THE SUBJECT OF THIS PROJECT. THE TEAM OF TEACHERS IS WRITING ENTRY LEVEL AND CRITERION TESTS WHICH ARE GIVING INDICATIONS OF STUDENT MASTERY. HOWEVER, THEY DO NOT HAVE TIME TO PREPARE AN INSTRUMENT THAT WILL ASSESS THE ATTITUDES OF STUDENTS TOWARD THE PROGRAM AND ITS OBJECTIVES. I WOULD LIKE TO HELP THE TEACHING TEAM TO USE A DEVICE THAT COULD SERVE AS A MODEL TO AID IN THE REVISION OF THE PROGRAM FOR NEXT YEAR AND BEYOND.

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CARLE PLACE PUBLIC SCHOOLS
CARLE PLACE, NEW YORK
EDgewood 4-1900

Miriam C. Ormond
6/7/72

TO: Carin Chapman

FROM: Miriam C. Ormond

SUBJECT: REDDI Report

I am enclosing a copy of my report on the REDDI project for Carle Place School District, which I think incorporates the problem identification, objectives, and learning activities sections of your request. My reactions to the learning experiences of the past year, I thought I would incorporate in this memorandum.

I feel that the REDDI program was a well-organized and extremely worthwhile educational experience for all of us who participated. The program's purpose - to develop curricula employing media and educational technology to meet the individual school district's project - was carried out admirably as each participant carried out his/her widely diverse project while meeting and discussing educational progress and innovation with people who are knowledgable and "in" on all the present-day movements. It gave classroom teachers a rare opportunity to associate with educational leaders, who usually are seen only at conferences from afar.

The seminars held on Fridays with these leaders gave us much food for thought and discussion among ourselves at our smaller REDDI participant meetings, where each participant had an opportunity to air his/her views - a great group of people, incidentally. Our field visits opened new vistas as we saw many of these new techniques in actual operation and had an opportunity to talk with the people involved.

The courses at Hofstra University were tailored to our own needs by Professor Lawrence Garfinkel, Chairman of Instructional Communications. During the fall semester, we were involved in the excellent courses in Instructional Communications and really learned "hands on" techniques or polished the ones we had been familiar with. In the spring, we were all pretty much scattered in classes as we pursued courses to further our own projects. The University facilities and conveniences were open to us and our districts whenever needed - never did I ask for anything and get a refusal - a great group of people in all areas. Personally, I completed thirty semester hours and am considering completing the necessary hours for a sixth year professional degree in Instructional Communications.

APPENDIX G

Participant Letters

The people involved in the REDDI program could not have been more inspiring and helpful. They were there to support us when the going got rough - and it did pile up sometimes - and to suggest possible alternates. The clerical help and the Resource Center staff were helpful, cooperative, and thoroughly knowledgable in their respective areas. I particularly would like to thank Lillian Herman who patiently answered endless questions and Harriet Faulb whose help to my district has been tremendous when we visited the Center or borrowed materials.

My feelings about REDDI? How can I tell you about a bubbly, fascinating, completely trained, and willing work horse who corralled nine rather diverse and balky charges through a year of great experiences and widened horizons? It is unfortunate that the REDDI project has not been refunded, but the REDDI experience could not be repeated without Carin Chapman who, in a few short years, has managed so much living and so much enthusiasm. I think I speak for all of us when I say we had a fabulously interesting, grueling year which flew by because of the "little lady" who watched over us so beautifully. Thanks, Carin, and best wishes go with you wherever you go - it was great!

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12 MAY, 1972

DEAR CARIN,

HERE IS MY REPLY TO YOUR LETTER OF MAY 9TH. THIS BRIEF REPORT IS NOT GOING TO FOLLOW THE I.D.I. FORMAT. THE NEXT FEW PARAGRAPHS EXPLAIN WHY IT WOULD BE IMPOSSIBLE TO DO SO.

OVER A YEAR AGO, IN ANTICIPATION OF MY PARTICIPATION IN THE REDDI PROGRAM, I STARTED WORKING WITH TWO 8TH GRADE SCIENCE TEACHERS IN THE DESIGN AND DEVELOPMENT OF AN INDIVIDUALIZED SCIENCE COURSE. DURING THE SUMMER, THE ENTIRE PROGRAM WAS OUTLINED, AND ALL MATERIALS FOR THE FIRST UNIT WERE PREPARED. MY PROJECT FOR REDDI WAS TO HELP PRODUCE THE REST OF THE COURSE, TRY IT OUT, AND EVALUATE IT WITH A VIEW TOWARD MAKING REVISIONS FOR 1972-3. HOWEVER, SEVERAL THINGS HAPPENED TO CHANGE MY PLANS:

① EXPERIENCES IN COURSES AND WITH I.D.I. CONVINCED ME THAT INSUFFICIENT RESEARCH HAD PRECEDED OUR DESIGN OF THE 8TH GRADE SCIENCE COURSE.

② THE PROJECT (AS ORIGINALLY ENVISIONED) TURNED OUT TO BE FAR TOO LARGE FOR THE NUMBER OF PEOPLE AND THE AMOUNT OF TIME AVAILABLE.

③ IN LOOKING TO THE FUTURE, I BECAME INCREASINGLY AWARE THAT MY INFLUENCE AS A CHANGE AGENT WOULD BE MINIMAL AS LONG AS I REMAINED A REGULAR CLASSROOM TEACHER.

④ LARRY McNALLY HELPED ME TO DEVELOP A SEMANTIC DIFFERENTIAL TO ADMINISTER TO 8TH GRADE SCIENCE STUDENTS. THIS PROJECT TOOK SOME TIME TO DEVELOP, AND WHEN IT WAS FINALLY APPROVED ON APRIL 18TH, WE LOST A WEEK DUE TO A SCHOOL VACATION. HOWEVER, AN ELABORATE COMPUTOR PROGRAM HAS BEEN PREPARED, AND THE TEACHERS HAVE PRINTED INSTRUMENTS. IN THE NEXT FEW DAYS, WE MAY HAVE THE FIRST RESULTS.

⑤ I REALIZE THAT SIGNIFICANT CHANGE DOES NOT TAKE PLACE WITHOUT THE BACKING OF SCHOOL ADMINISTRATION. IN ORDER TO BECOME MORE INFLUENTIAL AS A CHANGE AGENT, I DECIDED TO COMPLETE THE COURSE REQUIREMENTS FOR CERTIFICATION AS A SCHOOL ADMINISTRATOR. ON MAY 8TH, I WAS APPOINTED ASSISTANT PRINCIPAL AT AN ELEMENTARY SCHOOL WITH THE SPECIFIC ASSIGNMENT TO ACT AS A CHANGE AGENT

IN SUMMARY, THIS YEAR HAS BEEN MOST VALUABLE TO ME IN MANY WAYS. I FEEL THAT THE VARIOUS COURSES, SEMINARS, MEETINGS, AND I.D.I. HAVE TRAINED ME FOR A NEW POSITION IN WHICH I WILL TRY TO HELP ELEMENTARY TEACHERS DEFINE, DEVELOP, AND EVALUATE. UNFORTUNATELY, I CANNOT OUTLINE A PROGRAM OR A PROJECT AT THIS TIME, HOWEVER, WE WILL BEGAN TO IDENTIFY PROBLEMS IN SEPTEMBER!

SINCERELY,

CARTER WILLARD

P.S. - WAS SORRY TO MISS THE TRIP TO NEW YORK. I WAS PUT IN CHARGE OF PART OF THE MAY 15th WORKSHOP HERE AND HAD TO SPEND THE DAY ON PREPARATIONS. BY NOW YOU KNOW THAT CHARLES GODDARD HAS BEEN IN THE HOSPITAL. HOWEVER WE BOTH PLAN TO BE PRESENT ON THE 19th — FOR LUNCH, TOO. SEE YOU THEN!

APPENDIX H

Group Developed Change Model and Individual Thinking in Preparation of Change Model

Step 12 - Preparation of Environment for Change, continued

modifying the environment so that the option may take root are both suggested and placed into operation.

Step 13 - Dialogue

Provide an open environment to discuss the option. Any source may suggest, recommend, praise or criticize the option. This information exchange program promotes receptiveness to change as well as provides additional input for change.

Step 14 - Compromise: The Formal Form of the Prototype

A systematic design, taking into account all factors identified to date, is organized as a working strategy for change. In a school institution, this includes the preparation of faculty, staff, students, community as well as program-project design, development and evaluation.

Step 15, 16 and 17: Test, Evaluate and Validate Prototype

Each phase of the prototype is put into operation in microcosm. For each module, data is gathered, evaluated and validated.

Step 18 - Implement or Discard

Decisions about the change are made. Implement: program has been validated, it is successful with minor, continuing or without revision and at this time deserves to be placed into operation. Recycle: Program has been validated, but problems exist and revisions must be made and tested before implementation. Discard: Program did not meet criteria established, decision to begin new change cycle, or, withdraw the change suggestion.

Step 19 - Intellectually Protect

If the change has been made and installed: The institution must provide a committed strategy - a structure, whereby the change can be given a maximum opportunity to survive and thrive. The information level is extremely high at this point, and care is taken to offer intellectual support and proof is sought, collected and disseminated to demonstrate that the change was indeed the correct change for the institution.

Working Explanation: R.E.D.D.I. - HOFSTRA I.C. SEMINAR CHANGE MODEL

Step 1 - Perception of Current Condition

A period of observation in which the gestalt of the institution and its operation is perceived. General patterns emerge and specifics within those patterns begin to become articulated.

Step 2 - Dissatisfaction

A judgment that the perceived pattern must in some way be reordered is made. The locus of dissatisfaction with an operation, procedure or condition is identified.

Step 3 - Cause of Dissatisfaction

The identified locus is analyzed. Each of the ramifications of the condition is articulated. Judgements are also made regarding the ramifications of change, without regard to the specifics of possible changes. The "reason why" dissatisfaction has occurred is articulated.

Step 4 - Reexamination of Objectives

The specific objectives of the institution, the specific objectives of the operation, procedure or condition, and the affected objectives are examined. An attempt is made to re-ratify those identified objectives, or, to seek their reordering.

Step 5 - List Options

List all possible alternative solutions that match the reexamined objectives.

Step 6 - Test Options

Test the application of each option to the condition to ascertain the degree with which the option actually meets the perceived objectives, and, begin to make a decision regarding the overall acceptance factor of each option.

Step 7 - Select Option: Prototype

Select option which you assume has the greatest chance of affecting positive change. Record rationale as to why one option emerged as successful from among those originally identified as possible.
Arrange the option in useable form.

Step 8 - Self-Articulation

The act of speaking to oneself for the purpose of clarifying the actual change suggestion. A logical presentation of the need for change, the option selected to cause the change, the strategies needed to bring about the fulfillment of the change must all be made at this point.

Step 9 - Preparing Climate for Presentation of Option

Maximum conditions are the aim of this period. The option cannot be presented in the existing climate; the environment and the people within that institutional environment must be made to see the need for the option you are about to present. This is the period just before option presentation and must be structured, ordered and tempered to provide a fertile field for the option.

Step 10 - Presentation of Option: Articulation

When the change agent is satisfied that a maximal climate exists for full comprehension of the option, the option is then clearly presented in a highly visible format.

Step 11A Authority Acceptance

The change agent seeks to maximize comprehension of the option among the authorities within the institution. The change agent also engages in strategies that seek to persuade authority of the efficacy of the option.

Step 11B - Peer Acceptance

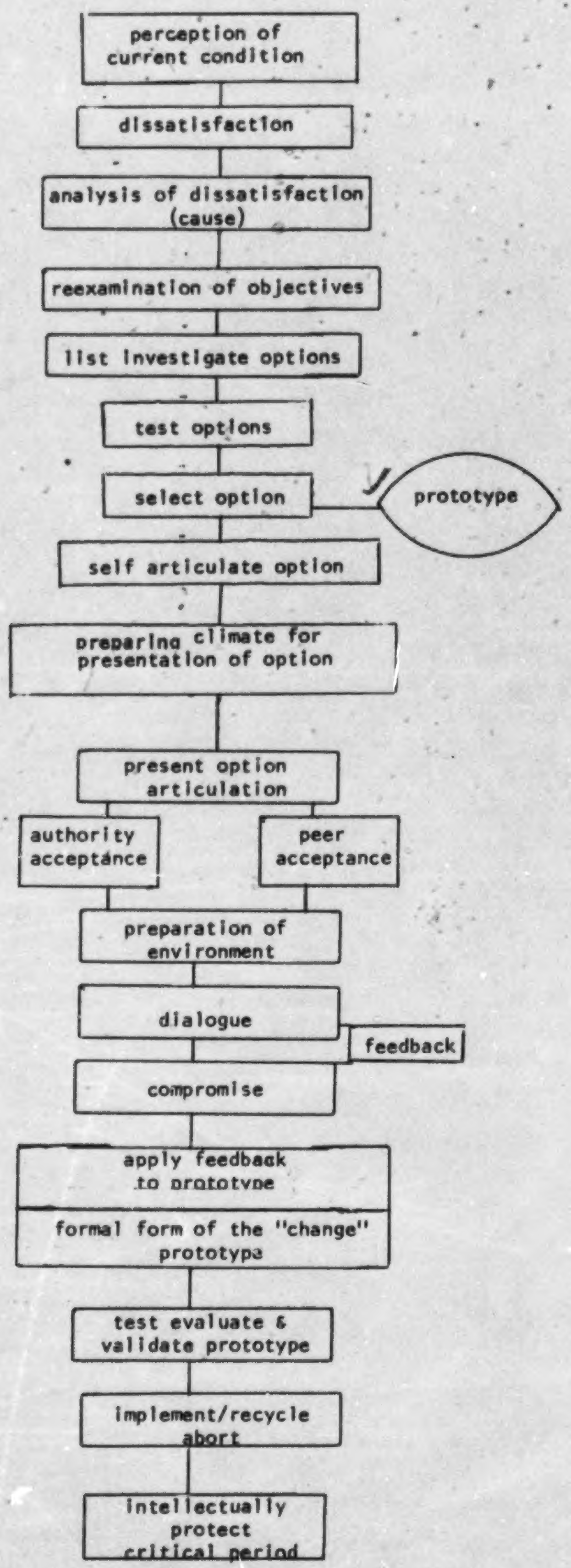
(Same as 11A with all references to authority changed to read, "peer".)

The change agent seeks to maximize comprehension of the option among the peers within the institution. The change agent also engages in strategies that seek to persuade peers of the efficacy of the option.

Step 12 - Preparation of Environment for Change

An amalgamation of those institutional entities to be affected by the selected option is sought in this period. Maximum conditions for

CHANGE - WAY HUMAN BEINGS ACT/PROCESS


perception of current condition
dissatisfaction
analysis of dissatisfaction (cause)
reexamination of objectives
list investigate options
test options
select option
prototype
self articulate option
preparing climate for presentation of option
present option articulation
authority acceptance
peer acceptance
preparation of environment
dialogue
feedback
compromise
apply feedback to prototype
formal form of the "change" prototype
test evaluate & validate prototype
implement/recycle abort
intellectually protect critical period

RESOURCE EDUCATORS FOR DIRECTED DEVELOPMENT OF INSTRUCTION

Prepared by the following REDDI participants:

Elinor Entelis
Charles Goddard
Raymond Horton
Pearl Luxenberg
Virginia MacSaveny
Harry Prosono
Miriam Ormond
Gates Willard
Carin Chapman,
Project Officer
Prof. Lawrence Garfinkel,
Director, Instructional
Communications, Hofstra
University

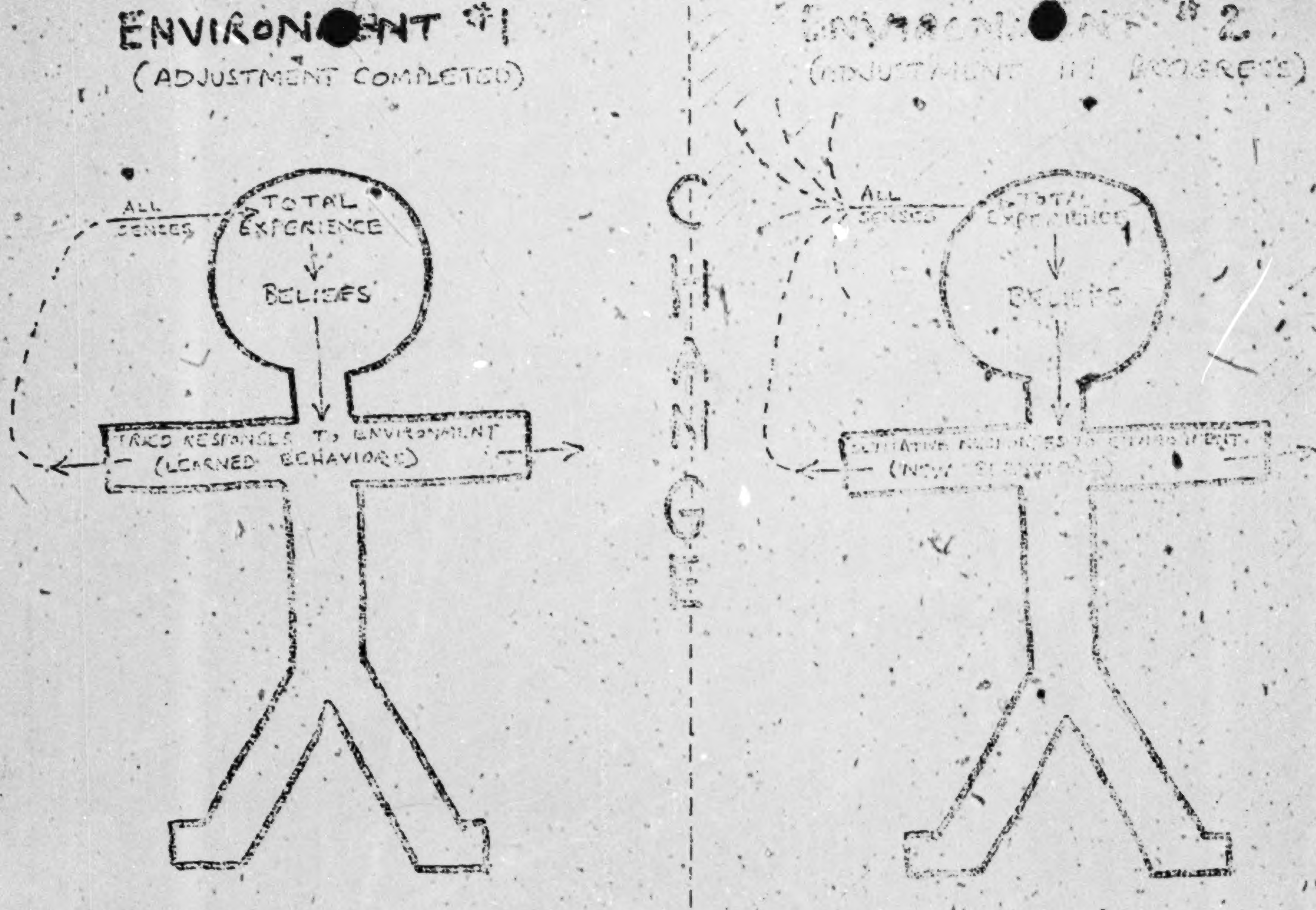
Prepared under a grant of the United States
Office of Education Media Specialist Program

Board of Cooperative Educational Services, Nassau County
Research & Development Division
Nassau Regional Office for Educational Planning
Jack Tanzman, Director

RESOURCE EDUCATORS FOR DIRECTED DEVELOPMENT OF INSTRUCTION

A MODEL FOR CHANGE

Prepared by REDDI Participants
1971-72



ENVIRONMENT #1
(ADJUSTMENT COMPLETED)
ALL SENSES
TOTAL EXPERIENCE
BELIEFS
TRIED RESPONSES TO ENVIRONMENT
(LEARNED BEHAVIORS)
CHANGE
ENVIRONMENT #2
(ADJUSTMENT IN PROGRESS)
ALL SENSES
TOTAL EXPERIENCE
BELIEFS
TENTATIVE RESPONSES TO ENVIRONMENT
(NEW BEHAVIORS)

homeostasis

non-homeostasis

GATES WILLARD

Environmental #3

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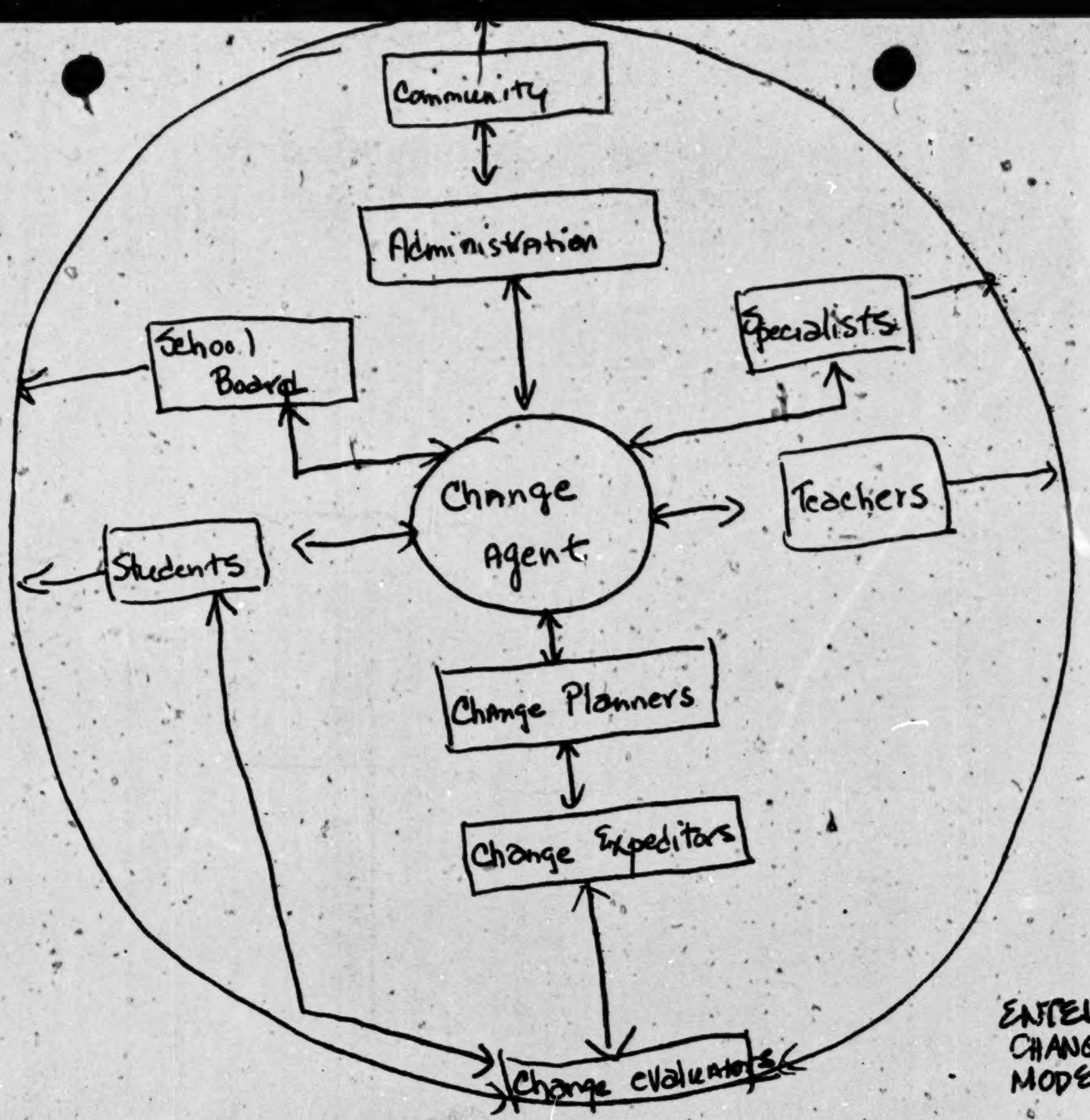
Community
Administration
School Board
Specialists
Change Agent
Teachers
Students
Change Planners
Change Expeditors
Change evaluators

ENTELLS
CHANGE
MODEL

most important

Strategy model for
perceived change

APPENDIX I

(1) Dissemination of REDDI Information to Nassau County School Districts

(2) Article to Appear in School Management

TIME FRAME

NASSAU
REGIONAL
OFFICE
FOR
EDUCATIONAL
PLANNING

TIME FRAME

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES
VOL. 1 - NO. 2

RESEARCH AND DEVELOPMENT DIVISION
APRIL 1972

It's just about two years since the phrase "Assistance and Information Institute" first was used to describe one of our R & D staff development activities. There seems to be no question that AII has succeeded. Dr. Vincent Rogers, talking on the Open School, was given a top evaluation rating by 95% of the 130 attendees at our March AII. A countywide exploratory group has been formed to strategize open education for schools that do not yet have it. Dr. Mario Fantini is the next prominent AII speaker, scheduled for mid-April.

We had such a demand from districts for the first TIME FRAME, over and above our original distribution, that we have now almost exhausted our supply. Beginning with this second issue, districts will receive 35 copies of each issue and, of course, we shall try to honor requests for additional copies.

Beginning with this issue also, we are moving toward making TIME FRAME a dissemination mechanism for educational research, with our goal a magazine reflecting locally interesting research.

If you have any projects that you feel should be brought to the attention of Nassau County schoolmen, please call Arlene B. Soifer, ext. 235, who coordinates all dissemination from this division, to discuss the best way for us to publish details in the TIME FRAME.

Jack Tanzman
Director

REDESIGN

LONG ISLAND INDIVIDUALIZED LEARNING COUNCIL

The Nassau Individualized Learning Council (NILC), in existence since June, 1971, has recently become affiliated with the Suffolk Individualized Learning Council (SILC) to form the Long Island Individualized Learning Council.

The Nassau chapter presently has 39 active members representing Nassau County educators at all levels — elementary, secondary, administrative, and university — as well as BOCES; the steering committee consists of one representative from each level and from BOCES. The chairman of the steering committee is Mr. Robert Courtemanche, Executive Director of Education, Episcopal Diocese of Long Island.

Miss Mary Flynn, Manager of Research, BOCES Research and Development Division, is currently collecting data on behalf of NILC, from public and private schools, with regard to individualized learning programs functioning in the county. From the information collected, programs will be selected for on-site visitations by Council members and the information obtained will then be disseminated through an information exchange publication.

Teachers and administrators will be able to select from this publication the type of individualized learning program they wish to visit and arrange to observe the program in order to acquire information as to training and/or procedural methods in implementation.

For additional information on NILC or about Council membership call: Mr. Robert Courtemanche, 248-4800 or Miss Mary Flynn, 997-8700 ext. 227.

(Redesign continued on page 4)

CAPSULE

VOL. 1 · NO. 3

Cooperative Area Program's advisory staff is beginning to work intensively with districts interested in related curriculum areas so that a cross-fertilization of ideas and experiences can take place in the county. Personnel is available to meet with individual districts and/or clusters for guidance and evaluation. Participation in CAP means more service . . . more information . . . more research . . . more flexibility.

A very positive aspect of CAP participation is the availability of the newly developed materials which are disseminated by BOCES Research and Development Division—Nassau Regional Office for Educational Planning. Districts may duplicate and/or modify the materials produced by a fellow district in CAP (they are, however, requested to inform BOCES when they do so).

Material flexibility is enhanced by the loose-leaf binder format. Much thought and planning went into this selection and the result is an easy access research and reference collection with each subject area binder color keyed for convenience. At present, materials are available in the areas of Health (purple) and School Organization (aqua); soon to be released are Social Studies (dark blue) and Language Arts (red); other colors will be selected for Science, Math, and Creative Arts.

Maximum educational progress at minimum dollar cost is no longer a utopian dream. Through participation in CAP, districts are reimbursed a percentage of their costs under the BOCES aid formula. To illustrate in more substantial terms — since CAP became functional in July, 1971, 23 districts have participated in CAP to achieve program development and innovation. As a result of the reimbursement factor, a substantial saving was effected. Inter-district cooperation for intra-district progress indeed seems the productive route to travel.

COMMUNICATIONS

TV IN TRANSIT

TV takes to the road aboard a BOCES school bus which is equipped to receive television programs and to play video tapes selected by student passengers who are in the program for the emotionally disturbed in BOCES Special Education Division. During the 12-day TV-bus pilot period last year the behavior of these emotionally disturbed youngsters was modified by the use of the TV component. A more extensive and controlled operation began in February and is now well underway. Many of these students spend as much as an hour in transit so that the TV programming not only serves to curb disruptive behavior but also allows maximum utilization of available instructional time.

CABLE TV

BOCES has made a giant stride forward in its involvement with educational television in Nassau County. Sterling Long Island Cable Television installed a pilot cable in the Plainview-Hicksville area; that cable became operational in February and BOCES will coordinate the educational programming to be transmitted.

A large area of the Hicksville and Plainview school districts will be interconnected by Sterling Communications Inc., the parent company, as part of the pilot plan and at no cost to either BOCES or the districts involved. The educational implications, if funds are available, are threefold:

1. At home viewing — staff development programs for teachers, advance placement programs for students, community education, education for shut-ins, etc. 2. In-school viewing — feasibility of instructional TV programs during school hours, i.e., "Sesame Street." Four of the 14 channels Sterling will provide are educational channels. 3. Economy — in staff and in time (after school hours may be utilized). And, of course, a multitude of possibilities which modern technology can devise, including mail, telegram, and message delivery, an electronic newspaper, etc.

BOCES involvement in this pilot project gives further opportunity, again, when funding permits, to experiment with instructional programming, to evaluate, and to refine the necessary expertise as this new system expands.

REDDI

RESOURCE EDUCATORS FOR THE DIRECTED DEVELOPMENT OF INSTRUCTION

Dr. Robert F. Savitt, Superintendent of Plainview-Old Bethpage, recently completed a series of visitations to observe and evaluate innovative programs with particular emphasis on the use of media in their implementation.

Dr. Savitt was selected by the REDDI Project from among many qualified applicants because of his administrative experience, his district's innovative achievements, and his enthusiastic support of the REDDI Project and its goals.

The visitations gleaned experiential data for use by Nassau County districts working toward educational redesign. The complete report is on reserve at the NERC Center (or you may obtain a copy by contacting Dr. Savitt at Plainview Central School District No. 4, Administration Building, Jamaica Ave., Plainview, New York 11803).

Following is a brief summation of the report giving the positive highlights; in-depth studies of several of the visitations will be presented in subsequent issues of TIME FRAME.

The Atlanta, Georgia, visitation came six months after their system participated in the Instructional Development Institute (IDI) Program. Here, teachers, administrators, policymakers, and specialists attend a forty-hour training program (Institute) where they are provided with tools, skills, and assistance in managing the learning environment by analyzing curriculum and instructional problems, and developing practical solutions.

The report suggests that IDI participation is an asset provided certain guidelines are observed: teams and their goals should be carefully selected; Institute should take place at the beginning of the school year; projects and solutions evolving from the IDI Institute should not be rushed into and not be rigid (so that recycling can occur if necessary). Dr. Savitt suggested that BOCES continue IDI evaluation and the Research and Development Division of BOCES initiate IDIs in Nassau County. Since this report, the last two steps have been instituted.

Media can be utilized to improve instruction for emotionally or functionally retarded youngsters — this is the objective of the MUST (Media Utilization Services for Teachers) Project in Atlanta. Extensive use of multimedia is incorporated into a training program for individualized instruction for handicapped children.

In the mid-60's, Melbourne High School in Melbourne, Florida, pioneered the concept of non-graded secondary education and became a showplace of educational innovation. The program was directed by the then principal, Dr. Frank Brown. The Melbourne concept provides for student placement on the basis of achievement (determined by testing) and allows for placement decision **by the student**. Other aspects of the Melbourne approach are: team teaching; education by agreement (contract); independent study; pass/fail option.

Dr. Savitt noted that much of the innovative effectiveness was diminished by the lack of available media resources and, occasionally, impetus is lost when leadership changes, if no team effort has been established.

Each student's talents should be developed to the maximum, from kindergarten through graduate school, is the philosophy of the Nova Public Schools in Fort Lauderdale, Florida. Their program of educational redesign has proven to be very effective. To this end, a spectrum of tools have been used: non-graded approach; tremendous open space learning areas; team teaching; learning through discovery; individualized prescribed instruction (IPI). Woven into this fabric of innovation at all levels of instruction is the utilization of sophisticated media materials and equipment. The students are encouraged to develop their own media, as well. Experimentation with new programs is an ongoing process. The Nova Schools Program, Dr. Savitt concludes, may serve as a model for Nassau County educators.

Broward County, of which the Nova school complex is but a part, is famed for its involvement in the area of learning resources in general and educational television in particular. The Broward County I.T.V. Center transmits to 112 schools in the county with great flexibility in channel utilization.

The Orange County Public Schools in Orlando, Florida, have developed a centralized media center for over 20 school districts and the overall aim is to decentralize to the degree that each school unit will have its own resource center including both library and audiovisual department.

Three institutions of higher learning seriously committed to the use of multimedia were visited in Florida: Polk Community College in Winter Haven; Florida Technological University in Orlando; Florida Atlantic College in Boca Raton.

Dr. Savitt notes in his conclusions that provision must be made for media; space for resource centers must be provided; teachers and students must be taught to handle materials and equipment; media paraprofessionals and educational technologists must be trained. Only in this way can we meet the needs that the educational methods of the future will surely demand.

• FREEPORT • GLEN COVE • HEMPSTEAD • LONG BEACH

LIVING ROOM SCHOOL

NEWSLETTER

• ROOSEVELT • WESTBURY

VOL. 1 - NO. 2

LIVING ROOM SCHOOLS have opened in six communities — Freeport, Glen Cove, Hempstead, Long Beach, Roosevelt, and Westbury (Long Beach is still in temporary quarters) — parents are helping, including assisting in the selection of teachers; teachers and aides are developing original instructional materials; children are learning through interaction with parents and teachers and each other in a lively learning environment. In short, the LRS is completely underway. Earlier this month they put out their own newsletter, partly bilingual (Spanish), soon to be completely bilingual. The TV component is beginning to develop. The parent group is helping to develop a curriculum for the TV component. New ideas are being explored daily by children, teachers, aides and parents.

REDESIGN

(Continued from page 1)

HUMAN RELATIONS CONFERENCE

When people relate to each other on a human level, when they communicate; differences can be resolved . . . commonalities can be discovered . . . progress can be achieved. The statewide Human Relations Conference held in Syracuse in December was an effort in this direction involving students, teachers, administrators and community members. The purpose of the assembled delegates was to devise an action plan for improved human relations in each district.

Attending the two-day conference from Nassau County were staff from East Meadow, Freeport, Herricks, Lawrence, Oceanside, Syosset and Westbury school districts and BOCES Occupational Education and Special Education Divisions.

Sponsors of the conference were: New York State Association of Elementary School Principals, New York State Association of Secondary School Administrators, New York State Congress of Parents and Teachers, New York State Council of School District Administrators, New York State Education Department, New York State School Boards Association, New York State Teachers Association, National Education Association Center for Human Relations.

Conference Director was John W. Lawton, Program Director, Center for the Development of Educational Leadership, National Training Laboratory Institute for Applied Behavioral Science and Consultant to the National Education Association Center for Human Relations; Miss Lois J. Wilson, Assistant Executive Secretary for Studies and Professional Services, New York State Teachers Association, was Coordinator.

COMMUNITY SCHOOL CONCEPT

The National Community Education Workshop convened in Flint, Michigan, on March 7 to examine the Community School Concept as practiced in the Flint school system.

The Community School Concept changes the role of the neighborhood school into a community center, operating virtually around-the-clock and around-the-year under the advisement of a neighborhood council.

Programs operating in the school may include: adult education and re-training; activities for youth sponsored by recognized organizations; teen counseling; family counseling; job counseling and placement; civic affairs meetings; health clinics; Senior Citizen activities; parent aid in curriculum development. The procedure enables the communty to mobilize resources to serve community members without wasted effort and money.

Attending this Workshop from Nassau County were:

ELMONT
Mr. Martin Peterson — Assistant District Principal
Dr. Frank Pomilla — President of the Board
Mrs. Dorothy Daniels — Community Resident

FREEPORT
Dr. John Gordon — Assistant Superintendent
Mr. William Oliver — Community School Director

GLEN COVE
Dr. Duncan Donald — Director of Personnel
Mrs. Henrietta Tuthill — Board Member
Mr. Melvin Rosen — Director of Continuing Education

SYOSSET
Mrs. Joan Davidson — Board Member
Mrs. Alice Willet — Board Member

PLAINVIEW
Mr. Leonard Kramer — Assistant Superintendent
Mrs. Sondra Blum — Community Resident

BOCES
Mr. Daniel Domenech — Research and Development

VOL. 1 - NO. 2

NERC NEWS

What's new at NERC is the fact that so MUCH is new at NERC, and this fact has made the County Center a focal point of interest, participation and involvement. Educators, administrators, parents, legislators; special guests from local, upstate, out-of-state and foreign areas; have all expressed enthusiasm and a desire to utilize the ideas, materials, services and equipment at the Center.

OPEN HOUSE, during the week of April 10, 1972, will officially announce the opening of NERC to the educational community of Nassau County. Hours: 9 A.M. to 8 P.M., with tours and demonstrations scheduled at 10, 2, 4, and 7 each day. The following schedule will be observed:

Research and Development Day — Monday, April 10
District Superintendent's Days — Tuesday, April 11, Wednesday, April 12
Special Education Day — Thursday, April 13
Occupational Education Day — Friday, April 14

— Refreshments will be served —

SPECIAL EDUCATION — ASEIMC

Curriculum Coordinators from all BOCES Special Education schools met with librarian Nava Krieger and the excitement generated from this meeting carried back to the schools. As the word gets around other group meetings have been scheduled and many interested educators have visited the NERC.

William D. Fayette, library research assistant, is compiling a group of materials geared to the needs of Special Education teachers on the secondary level.

OCCUPATIONAL EDUCATION

Learn by doing is the byword of Occupational Education and students at the Center have been doing well indeed . . . some of the NERC's masonry work was done by students under the direction of Mr. Herbert Johnson . . . greenery was planted and is being tended by students of Dr. John Shabaglian (conservation and horticulture). Mr. Arthur Side, principal of County Center has supported these efforts with co-operation and encouragement.

EDUCATIONAL COMMUNICATIONS TRAINING AREA — ECTA

Larry Sribnick, audiovisual specialist in the ECTA, is in the process of organizing staff development courses. He is also supervising a student in work/experience activities in the ECTA. This Long Beach High School senior spends several hours four afternoons a week involved in the preparation of photographic and graphic media materials — activities related to his commercial photography course at BOCES Occupational Education Center in Freeport, where he spends one afternoon a week. He is being paid for his time at the prevailing rate.

NEWS TO NOTE

• CAREER INFORMATION CENTER is in the planning stage under the direction of Dr. Ann Fitzpatrick, administrator at NERC; Rita Weinroth, Librarian; Mr. Frank Russo, Supervisor, Occupational Education; Dr. Marjori Brusasco, Consultant for Guidance, Occupational Education. Selection of materials has begun and the program is being developed rapidly in order to meet informational needs in this area for grades K through 12.

• Dr. Fitzpatrick and staff at NERC are available to meet and speak at the County Center with professional groups to apprise them of the materials and equipment that are available. If a visit to NERC is not feasible, Dr. Fitzpatrick will make every effort to meet with your group at your own facility. She recently addressed a group from the Nassau Library System and received their enthusiastic support.

NERC TELEPHONE: 997-8751, 997-8754.

• ASEIMC Bibliography has been distributed and is being reprinted to meet the large demand for copies.

• REAP multi-ethnic resource list will go to press soon.

• THE CURRICULUM EXCHANGE CENTER contains a collection of curricular materials assembled from Nassau County school districts as well as school districts across the nation. Black Studies, Computer Programming, Film Study, Foreign Language, Health, Mathematics, Industrial Arts are a few of the many study areas covered. The Center is cataloging materials at present and will be functional within a few short weeks.

• HOURS: Due to increased use of the facility, NERC has extended its schedule.

Monday and Friday — 9 A.M. to 4:30 P.M.
Tuesday, Wednesday, Thursday — 9 A.M. to 6 P.M.

The parking area closes at 4:30 so if you plan a late afternoon visit it is desirable to call NERC for parking instructions.

NERC Telephone: 997-8751, 997-8754.

MENTAL HEALTH

DRUG ABUSE

High school students conducting drug discussions for elementary school children? Yes, and it works! Older students especially trained to work with preteens can establish effective lines of communication.

The Human Relations Center of BOCES Research and Development Division conducted two seminars for trainers of student educators. These trainers, after seminar participation, then trained carefully selected 10th-and 11th-grade students to conduct discussion groups. Several high school students have been involved in the program to date.

LEADERSHIP WORKSHOP

Key personnel who wish to conduct seminars for teachers, but feel that their skills need sharpening, have just completed the Leadership Workshop, a seminar conducted by Sadie Hofstein, Mental Health Coordinator for BOCES.

The response to this eight-session Workshop was overwhelming—registration was more than three times the number that could be accommodated. Because of the interest shown, another Workshop was planned for April 12 through June 7.

MISCELLANEOUS

Science and Mathematics teachers and supervisors may avail themselves of short courses being offered this summer by the National Science Foundation. A directory, listing institutions offering courses may be obtained by writing: Summer Study Program, Division of Pre-College Education in Science, National Science Foundation, Washington, D.C. 20550.

"Talking to Teenagers About Sex" is a new pamphlet authored by Sadie Hofstein, Mental Health Coordinator for BOCES. It is available through Public Affairs Pamphlets, 381 Park Avenue South, New York, N.Y. 10016.

"School Transportation Specifications Handbook" is in the works and will be available to districts in the very near future from BOCES R & D.

REAP

RACIAL ETHNIC ACTION PROJECT

REAP is a federally funded educational venture that was initiated in the Freeport Public Schools in September, 1969. Jointly sponsored by the Freeport Public Schools and the Board of Cooperative Educational Services (BOCES), its goal is to alleviate the tensions and conflicts among various ethnic groups. The REAP message is that by recognizing the fact that there ARE cultural differences, and in learning about these differences, the ability to appreciate and understand the differences is developed.

The project encourages community participation in curriculum development by involving parents as well as students and teachers in a Curriculum Study Group. Teachers are trained in the use of the specially designed curriculum materials through a staff development course conducted by the project director, Tom Cousins. The curriculum materials, both written and audiovisual, are being compiled in a soon-to-be released multi-ethnic resource list. Materials will be available at the Nassau Educational Resource Center (NERC).

Positive reaction to REAP has come from teachers and community members. The project, at present, is being evaluated through analysis of collected data. NBC-TV recently came to Freeport to film a class involved in a lesson from the REAP curriculum for airing on the NBC-TV 6 O'CLOCK NEWS. This kind of coverage gives weight and substance to the REAP message.

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES, 1971-72

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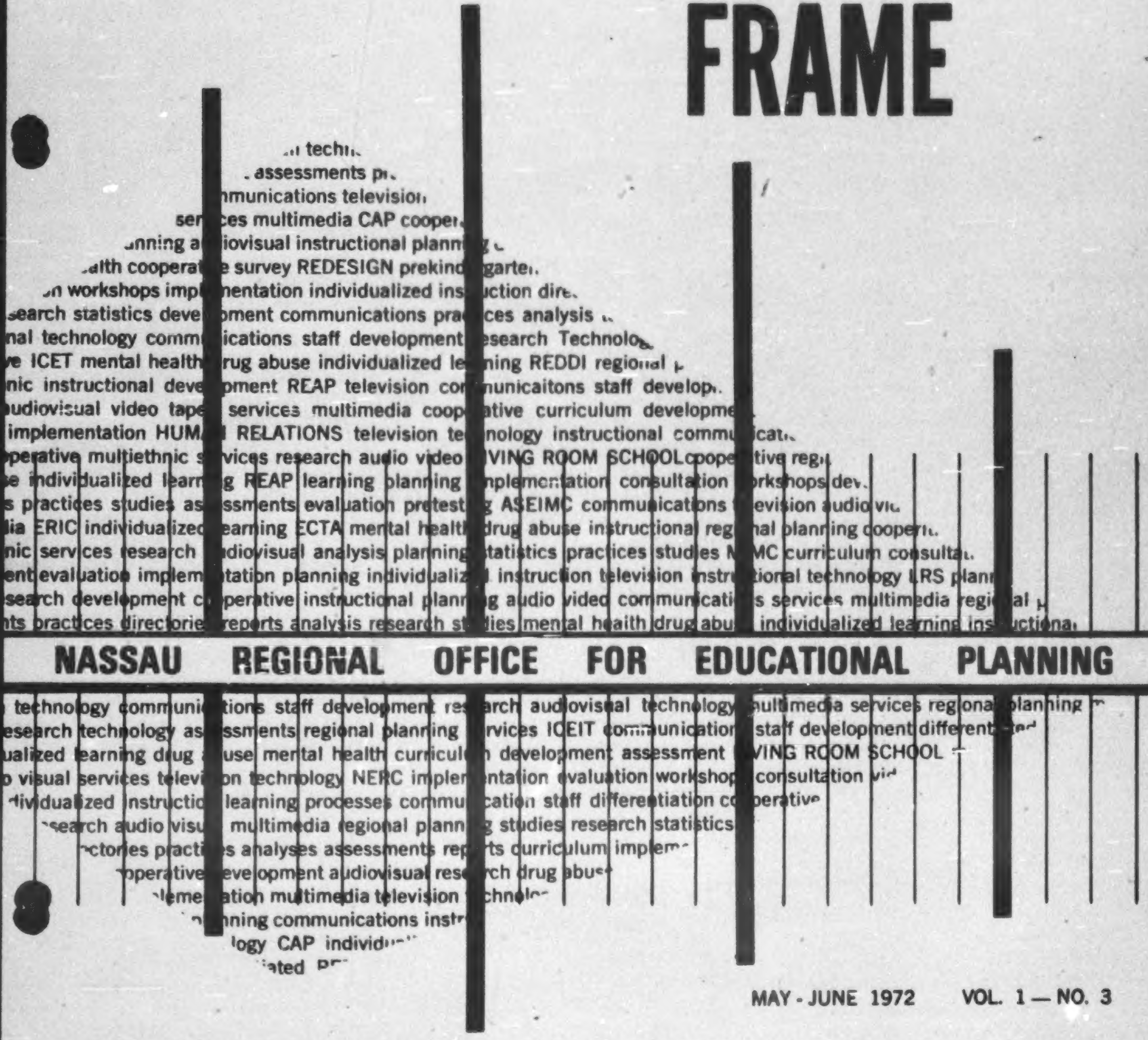
TIME FRAME


assessments
communications television
services multimedia CAP cooper
planning audiovisual instructional planning
health cooperative survey REDESIGN prekindergarten
workshops implementation individualized instruction
research statistics development communications practices analysis
technology communications staff development research Technology
ICET mental health drug abuse individualized learning REDDI regional
instructional development REAP television communicaitons staff develop
audiovisual video tape services multimedia cooperative curriculum development
implementation HUMAN RELATIONS television technology instructional communications
cooperative multiethnic services research audio video LIVING ROOM SCHOOL cooperative regional
individualized learning REAP learning planning implementation consultation workshops dev
practices studies assessments evaluation pretesting ASEIMC communications television audio
ERIC individualized learning ECTA mental health drug abuse instructional regional planning cooperative
services research audiovisual analysis planning statistics practices studies curriculum consultation
evaluation implementation planning individualized instruction television instructional technology LRS planning
research development cooperative instructional planning audio video communications services multimedia regional
practices directories reports analysis research studies mental health drug abuse individualized learning instructional
technology communications staff development research audiovisual technology multimedia services regional planning
research technology assessments regional planning services ICEIT communications staff development differentiated
individualized learning drug abuse mental health curriculum development assessment LIVING ROOM SCHOOL
audio visual services television technology NERC implementation evaluation workshops consultation
individualized instruction learning processes communication staff differentiation cooperative
research audio visual multimedia regional planning studies research statistics
directories practices analyses assessments reports curriculum implementation
cooperative development audiovisual research drug abuse
implementation multimedia television technology
planning communications instruction
technology CAP individualized
differentiated

NASSAU REGIONAL OFFICE FOR EDUCATIONAL PLANNING

MAY - JUNE 1972 VOL. 1 — NO. 3

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES, 1971-72

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District Superintendent

Mr. Jack Tanzman, Director
Research and Development Division
Nassau Regional Office for Educational Planning

Here at the NROEP we felt that some day, gradually, the TIME FRAME should build to a magazine format and incorporate research findings and fresh experimentaiton and ideas around the county. But this time frame for TIME FRAME proved to be much more concentrated than we guessed, because we are doing it already, in our third issue. The need is here and we are striving to meet it. We want your reactions, suggestions and your contributions. Contact Arlene B. Seifer, who is responsible for TIME FRAME, 997-8700, Ext. 235, to discuss your ideas.

In the meantime, we are building a highly sophisticated staff, skilled in research and evaluation, who shall serve all districts and the BOCES. In the September-October issue there will be a listing of our professional personnel and their expertise.

JACK TANZMAN,
Director

CAPSULE

VOL. 1 - NO. 4

Cooperation is the key word in CAP and that key is opening the door to a predictably successful summer. Early in May representatives of 24 Nassau County school districts (40 percent) met and agreed to cooperate on two fronts: in developing curriculum components for 19 different subject areas, and for staff development projects during the summer of 1972.

CURRICULUM OBJECTIVES

Curriculum components for 19 different subje[illegible] areas will be developed by cooperating districts.

One representative from each cooperating district will meet at NERC to share ideas and progress reports.

At the conclusion of the summer program, information exchange workshops will be held with at least one representative of each cooperating district attending.

Also, when the summer program closes, three copies of the newly developed curricula will be placed on file at NERC for loan to all Nassau County personnel.

STAFF OBJECTIVES

Selected teachers from 10 percent of Nassau County school districts will receive training in the development and operation of a teacher center.

Teacher-made learning materials will be developed for display and use in the teacher center.

The teachers thus trained in this CAP Summer Program will serve as advisors in establishing a model teacher center for Nassau County. The teacher center developed in Great Neck under the auspices of CAP during the summer of 1971 will be used as a demonstration and training facility for the CAP 1972 summer program.

SUMMERTIME

All these districts — 23 of them—have submitted Cooperative Area Programs that have been approved. They are:

Bethpage
Carle Place
Central H.S. Dist. #1
Valley Stream
Central H.S. Dist. #3
Merrick
East Meadow
Elmont
Garden City
Great Neck
Hempstead
Hewlett/Woodmere
Island Park
Island Trees
Jericho
Lawrence
Long Beach
Manhasset
Mineola
Oyster Bay
Port Washingt[illegible]
Roosevelt
Roslyn
Syosset
Wantagh

In addition, proposals are now being prepared by a few other districts for inclusion in the Summer CAP Program.

With hopes for fully air conditioned comfort, as it says in the ads, you can work at NERC, using and/or borrowing materials, 9:30 to 3:30 Monday through Friday all summer long, July 1 — August 31.

REDESIGN

Redesign efforts have gained momentum in recent months through a series of conferences which have provided the opportunity to refine and enlarge objectives of the project.

STRATEGIES IN REDESIGN CONFERENCE

In mid-April, Redesign groups from Suffolk, Rockland, and Westchester Counties and the Nassau Redesign Council attended a panel discussion on strategies in Redesign. Panel members were: Dr. William Webster, State Redesign Coordinator; Mr. John Williamson, Watertown Redesign Coordinator; Mr. Donn Wilshaw, Greece Redesign Coordinator; Mr. Herb Ranney, State Education Department Coordinator for Cassadaga Valley; Mr. Dan Domenech, Nassau Regional Office Redesigner and panel chairman. Dr. Webster gave an overview of the statewide Redesign effort and elaborated upon his "Framework for Redesign."

The extent and thrust of Redesign activity in the four prototype districts were discussed and announcement was made of the addition of a fifth prototype—Hamilton-Montgomery-Fulton County BOCES—district.

STATEWIDE REDESIGN BREAKTHROUGH CONFERENCES

The State Education Department, in conjunction with Project Redesign, has been sponsoring a series of Breakthrough Conferences aimed at stimulating the development of innovative educational programs within Redesign districts. Great Neck and Roslyn, two of the Nassau County Redesign districts, recently attended a conference at Syracuse University on Synaesthetic Education (experiencing through sense modalities other than sight and sound). Personnel from these same two districts also made visitations to innovative programs in New York City such as the Open Corridor Project, developed under the direction of Professor Lillian Weber of City College of New York.

SUPERINTENDENTS CONFERENCE

The eleven Nassau County Redesign districts represented by their superintendents and/or Redesign coordinators at this two-day meeting in May were: Carle Place, East Meadow, Elmont, Glen Cove, Great Neck, Jericho, Manhasset, Mineola, Port Washington, Roslyn and Westbury. The highlight was a glimpse of tomorrow presented by Dr. Robert Bundy, free lance educational consultant on Futurism. His expertise on the needs of the future assists schoolmen in their efforts to develop an educational system to meet those needs.

Conference participants had the opportunity to question representatives of the prototype districts on progress and participation in their redesign activities and heard Dr. Bernard Haake, Assistant Commissioner of Education, speak on "The Superintendent's Role in Redesign."

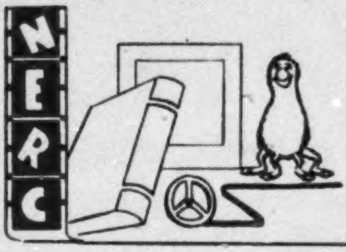
NYSTA (New York State Teachers Association) sponsored a conference in Nyack, New York, directed towards clarifying the role of the Teachers Associations in the redesign process. Tom Hobart, President of NYSTA, introduced Dr. William Webster who presented the views of the State Education Department on Redesign to the teachers associations presidents and representatives attending the conference.

PLAINVIEW IDI

The Plainview Board of Education, acting upon the recommendation of Dr. Robert Savitt, Superintendent of Plainview-Old Bethpage, recently approved plans to conduct an Instructional Development Institute for its professional staff. A group of 50 teachers, specialists, administrators, and policy makers will participate. In addition, community and student leaders will be invited to the opening and closing sessions.

IDI is a validated training program in ten units (approximately 40 hours) designed to provide participants with initial competencies and skills in applying an instructional systems approach to the development of practical solutions to critical teaching and learning problems. The Institute will be conducted by specially trained staff members of Nassau BOCES Research and Development Division.

THERE'S STILL TIME . . . plenty of time until next Fall, to make additions and revisions in the Nassau Information Exchange Survey. The recent publication of this booklet elicited so much interest throughout the county, and at the state level, that it will be revised and reprinted during the 1972-73 school year. Please direct your communications to: Miss Mary Flynn, Manager of Research, 125 Jericho Turnpike, Jericho, N.Y. 11753. Telephone: 997-8700 Ext. 227.



NERC NEWS

As NERC continues to grow, its day-to-day operation encourages a unique new dimension in education . . . rather like a marketplace where the commodities of learning may be discovered, developed and exchanged. This intellectual barter functions not only as a learning mechanism for individuals but as an information mechanism for all of Nassau County (and sometimes beyond county lines). To illustrate, note the interaction and exchange emanating from NERC in recent weeks.

More than 200 guests—key people in the Nassau County educational community—toured NERC during Open House ceremonies in April. Their first-hand view of how much NERC offers in resources, equipment and service subsequently resulted in calls and visits from local district people.

A workshop concerning an "Education for Safe Living" curriculum (see article p. 14) was held during May in the NERC conference area. The luncheon served to the workshop participants was prepared by BOCES Occupational Educational students from a cooking and baking class.

In May, members of the Nassau-Suffolk School Library Association toured NERC and were introduced to the equipment, materials and services, which they predicted would be useful in rendering service to their home district personnel.

Non-public school administrators attended a recent meeting at NERC for the purpose of determining their interest in participation in BOCES Research and Development Division on a fee basis.

In April, Dr. Ann Fitzpatrick, Administrator of NERC, gave a workshop presentation on the concept: A Resource Center Should Be a Resource. Held in Williston Park, the workshop attendees included personnel and administrators from that district and neighboring districts.

An extensive bibliography on Veneral Disease, developed by and available on request from NERC, was listed in the New York State Nurse-Teacher Association Bulletin. Much effort is being directed toward the development of educational programs to combat this major problem. The response was tremendous and included many out-of-county orders (for which a small fee was charged). There is no charge to Nassau schools.

OCCUPATIONAL EDUCATION

Career Information Center . . . a progress report.

The NERC Administrator and Dr. Marjori Brusasco, Consultant for Guidance, Occupational Education, recently traveled upstate to Beacon, to examine th materials and methods that community has used i incorporating career information into its curriculum. While there, they acquired the Mid-Hudson Area Occupational Monographs, a three-volume listing of jobs by title with related information on approximate salary and education requirements for each listing. These volumes will be used as a guide on which to pattern a similar collection for the Nassau County job market.

A tape collection on loan from Northeastern University in Boston has been utilized in developing informational material on career opportunities in various fields. When cataloging is complete this information will be available at NERC on a loan basis to personnel from all districts.

A presentation (including slides and flyer) on the Animal Care Program in BOCES Occupational Education Division was given at a recent meeting of the Delaware Valley and Metropolitan New York branches of AALAS (American Association of Laboratory Animal Science). The materials were developed through the cooperative efforts of NERC and the Division of Occupational Education. Technical assistance was provided by the State University at Farmingdale, and Nassau BOCES Animal Advisory Committee.

SPECIAL EDUCATION — ASEIMC

ESEA Title VI funding has been awarded to NERC to be used for the acquisition of professional multimedia materials in the area of Special Education.

Special Education collection at NERC is now available, on a reference basis, to parents of Special Education students in order that they may better unde stand and assist their youngsters.

KEEPING UP TO DATE AT NERC

An extensive collection of professional books and materials on Individualized Instruction has been assembled from which teachers may research the subject and develop classroom material.

Several bibliographies are being compiled and will be available to district personnel on request. One recently completed — Open Planning; soon to be released — Behavioral Modifications and Open Education.

ICEIT IMPROVED COST EFFECTIVENESS IN INSTRUCTION THROUGH TECHNOLOGY

The use of TV as an educational tool is not unusual . . . what is unusual is the fact that it has not been used more intensively and more effectively. With educational costs on the rise and sophisticated technology functional in the mainstream of our society, the greater utilization of TV as an instructional tool seems logical. With this in mind, the Division of Research and Educational Communications of the New York State Education Department and the Research and Development Division of Nassau BOCES have been cooperating in developing project ICEIT — Improved Cost Effectiveness in Instruction through Technology—for ESEA Title III funding. Since Nassau BOCES is the LEA, and several others have expressed interest in joining the ICEIT program, this, in effect, bolsters the current efforts of the State Education Department to decentralize its activities.

ICEIT is a television managed learning system which aims at:

- Improved cost effectiveness.
- Improved reorganization in education to allow the professional teacher to become more effective by concentrating his attention and abilities in those areas where they are most desperately needed, namely, basic skills development.
- Bridging the gap that widens between the advantaged and disadvantaged of our society by offering a further guarantee of equal educational oportunity to all children regardless of economic, geographic or ethnic circumstances. Since, in this connection, the television-managed-learning part of the ICEIT day relies heavily on visual and tactile media, disadvantaged children will stand on a more equal footing with their peers than is now possible in traditional, print oriented learning contexts.
- A more relevant kind of instruction.

The procedure incorporates the use of conventional classrooms. At the beginning of the school day half of the children participating in the program go their classroom for a morning (2½ hours) of instruction in basic learning skills under the supervision of a professional teacher. The other half reports to a television-equipped room where a professionally prepared video track presents instruction in several informational areas (health education, ecology, social studies, science, the arts) and a substantial quantity of associated participation and manipulable materials are used. Monitoring is by a paraprofessional. The experience is one of complete involvement for the child during this 2½ hour television-managed portion of the instructional day. They actually watch the screen for only sixty minutes, and this in segments varying from ten seconds to 20 minutes in duration and scattered throughout the 2½ hour period. The balance of the time is involved with the use of the highly motivating and uniquely designed software materials packaged with the program. Some activities are designed for follow-up by the classroom teacher the next day, which guarantees fully qualified supervision for certain discussion activities and helps unify the child's instructional day. For the afternoon, the two groups reverse procedure.

The several pilots completed, to date, have received favorable reactions. At this point in time it is expected that a final and favorable decision will be forthcoming with regard to ICEIT funding with which to continue development of the program.

A variety of technologies have enabled man to reach the moon . . . some of that technology can be used here — today. ICEIT may be just the right vehicle to carry schoolmen towards new horizons in education.

Districts interested in learning more about ICEIT, or about bringing an ICEIT pilot to their district, should contact Paul Neff, Manager of Communications Department, Telephone 997-8700, Ext. 257.

GRADE
3
DERSY VTR

Dr. Vincent Rogers On Open Education

Dr. Vincent Rogers has written and spoken extensively on open education and has been doing so since 1966, when he was a Fulbright scholar in England. At the present time Dr. Rogers is the Chairman of the Elementary Education Department at the University of Connecticut. The following excerpts represent approximately one-half of Dr. Rogers' comments on open education delivered at the April Assistance and Information Institute, conducted by BOCES R&D Division-NROEP.

Dr. Rogers' presentation may be heard, in its entirety, on audiotapes that are available to Nassau County school districts on a loan basis. Tapes may be borrowed by calling Mrs. Ferlauto at BOCES Research and Development Division (997-8700, ext. 345). Tapes are also available for use at NERC (Nassau Educational Resource Center), located at 1196 Prospect Avenue, Westbury, New York.

Differences Between Traditional And Open Education

What we're going to do first is look at traditional or existing education [and] at some of the assumptions that underlie this model, under three categories: the nature of knowledge, children's learning, and evaluation. Then we will look at another set of assumptions under the open or informal model [in] the same three categories. They do, in many ways, contrast, and I think it should become clear that you can't really move into an open situation, at least not deeply or meaningfully, unless you have done sort of an agonizing reappraisal of what education is really all about, and where you think you're going.

[Using] the existing or traditional model first, and under the category **Knowledge**: The ultimate purpose of education is the acquisition of knowledge. Knowledge is what has been learned and recorded by men over the ages. It is categorized into the disciplines of mathematics, chemistry, history, and so on, each of which has a content and structure which can be taught and learned. There is a minimum body of knowledge, the curriculum, which is essential for everyone to know before he leaves school.

Under the category **Children's Learning:** Important choices concerning what children should learn are best made by adults (parents, teachers, administrators). Children learn best by being taught by adults through symbols, written and spoken words, numerals, etc. To the extent that children are given choice in their learning, they will depart from the best path to knowledge. Children are not naturally drawn to academic work and must therefore be motivated by an external source. There are individual differences among children but if we vary the rate at which we present material to them, and if we group them by ability, they will all have an equal opportunity to learn equally well.

And under the category **Evaluation** (still the traditional or existing model): If an individual knows something, he can display it publicly at the request of the teacher. If he can't display what he knows, he doesn't know it. Errors are mistakes . . . mistakes are bad and must be eliminated or avoided. The best way of evaluating the effect of the school experience on the child is to administer a thorough examination.

The Open Model

Now we move to the open or informal model. We take the same three categories and look at some of the assumptions underlying the open model. Under the category **Knowledge:** Knowledge is a means of education, not its end. The final test of man is what he is, not what he knows. Knowledge is one part of an individual's personal experience and cannot be divided into neatly separated categories or disciplines. The structure of knowledge is personal and formed by each individual's experience in the world. It is questionable whether there is a minimum body of knowledge which is essential for everyone to know. It is possible, even likely, that a person may learn and possess knowledge yet be unable to display it publicly. Knowledge resides in the knower and not in its public expression.

Under the category **Children's Learning:** Children are innately curious and display exploratory behavior quite independent of adult intervention. A rich environment, which offers a wide array of manipulative materials, encourages exploration and facilitates learning. Children have both the competence and the right to make significant decisions concerning their own learning. Children learn and develop intellectually not only at their own rate, but also in their own style. Children pass through similar stages of intellectual growth, but each in his own way at his own rate and in his own time. Intellectual growth and development occur through a sequence of concrete experiences followed by abstraction.

Under the category **Evaluation** (the open model): Those qualities of a person's learning which can be carefully measured are not necessarily the most important. The best way to evaluate the effect of the school's experience on a child is to observe him over a long period of time. The best measure of a child's work is a child's work.

We went into two London schools that were built in 1874, and the minute one walked into those miserable schools (that should have been torn down years ago) in the poorer sections of the East End of London, you got a very different feeling than the feeling you get if you walk into the American counterpart. There were wall hangings, not works of art, but wall hangings with color [that] the kids had made. The teacher or the headmistress or headmaster had put out a huge bowl of flowers that you saw as you walked into the corridor. There was a table with a collection of shells and a bunch of little cards on it either describing the shells or suggesting things kids might do . . . this is right in the corridor. We hadn't even moved into the classrooms yet. In the classrooms you found all sorts of rather ingenious ways to make the classroom an interesting looking place. Blocks were used where you actually stepped up two feet above the level of the rest of the class as a place for kids to go and work. You simply got a different feeling. Also, there was considerable movement of children.

What It Looks Like

In a de-institutionalized school, there are materials available for kids to work with, printing materials, ditto machines, things like this. This stuff is not locked up all the time, but is accessible to kids. There is much contact. Teachers are down with children, often arms around children, although don't misunderstand, I'm not suggesting some sloppy sentimentality kind of thing. There's a lot more to open education than that. But there is the warmth of human relationships here as opposed to (and I'm not ruling out technology), but as opposed to someone who puts their faith in a bunch of little carrels on the side of the room with earphones and tape recorders, as the way to improve drastically the education of kids. So a de-institutionalized school is one certainly where bells don't ring, where there is considerable movement, where the school is alive with color and the things that children are interested in, that children produce, where there is much human warmth, where there is a certain amount of happiness and smiling, where kids seem to be involved and happy in their work. Incidentally, it's a school where the environment of the school speaks for itself. I know some of our British visitors here have commented on a fact that they couldn't get over, [that] in some of the schools the number of signs they saw imploring children to have fun in school, saying that school is fun, reading is fun, things like this—as opposed to having the school itself say that. It should not be necessary in a good school to tell children that school is fun or to have signs on the wall. The materials you use, the approaches that teachers use, should all add up to that.

You would find in a school that adopted those assumptions (and this is the second point) a much more open-ended approach to curriculum. An open-ended approach means that the teacher is flexible enough to move in a great variety of directions, she's aware of what interests children, she knows how to provide good and rich experiences for children, but she doesn't have it all laid out in a six-week unit, with all the goals and objectives written ahead of time, with all the materials ready to be handed out to the kids, often in mimeographed or dittoed form, and with a test ready to give at the end of it. I'm thinking about things like Social Studies and Science now. An open-ended approach to curriculum implies flexibility, implies listening to children, and I mean really listening, to see how they respond to what it is you're doing. Now just to give you a practical example, one could be using the EDC social studies program. This is very good stuff. But if you approached it as an open education person, you'd be willing, after the first one or two films or whatever it is you use in that program, to go in directions that Peter Dow or Jerome Bruner never even thought of. If you can approach these situations with this degree of flexibility then you are [an open education teacher]. In other words, you have a freer approach because you have come to accept the notion that there isn't a body of knowedge out there that everybody has to have, that it's worth your while to explore deeply and fully any number of things. You may quarrel with that, and it's your right and privilege to quarrel with that. I'm simply saying that the open education person does not view some specific set of concepts and generalizations as being absolutely essential for everyone to master. And that is a very different approach.

Schedules

Thirdly [in Open Education], we would expect to find a good deal more of interrelationship . . . a lot of the art related to a lot of the music related to a lot of the

(Continued)

Open Education (Continued)

reading related to the poetry, and to the dance and so forth. Not all the time, but you would find those things happening. One reason obviously is you haven't cut up the day into pieces; you don't have an art teacher who comes in on Thursday afternoon at 2 o'clock to do art with the kids, art is probably going to be happening almost all the time. Not with 30 children at once, but maybe with five who are working on some sort of thing for which art is necessary. Later on in the afternoon, three other kids will be doing something in a completely different media. What I'm saying is that in such a classroom you would find much less of Social Studies at 10, Reading at 9, Math at another time; [you would find] more of a blending of all of this, more of a relationship between one academic area and another.

You would certainly find (this is the fourth point) a much greater range and variety of school experiences. It is really extended now. When a lot of us think of new materials, we think of new printed materials, books, workbooks, some sort of printed commercial form. I'm thinking of the whole range of materials. We have a guy at the University of Connecticut whose specialty has become junk. Every time we do a workshop someplace, Don always shows up with an exhibit on junk, and it's fascinating; clocks, radios, old lawnmowers that can be taken apart and the parts labeled, things like that. The range of classroom experience is extended outwards. Much of what we have done in American education during the past decade or so has been an attempt to provide teachers with a host of vicarious experiences for children. What do you see as you look at the instructional magazine, or any such magazine? Buy the stuff, films, filmstrips, it's all supplied for you, intimating that you never really have to go outside the four walls of the classroom to learn about life and people and society. Just buy this stuff, put it on the wall and you can see it. The open education person is more likely to say, "Only in desperation will I turn to that kind of material." I'm much more likely to want to find out about people by talking to people; to find out about communities and how they grow by going out into the community; to find out [from] old people about what it's like to be old, what it's like to live in a nursing home. All of this is out there. In an open situation you would tend to get out there a lot more. You would bring into the classroom a whole host of people, parents of all kinds, parents who can cook would bake bread with five of the children in a corner at some time, parents . . . these are all people with kids in my wife's classroom . . . the other day she brought somebody in with a camper [sports vehicle] and her kindergarten kids went out and explored the camper. This took half an hour in the morning, then they came back, and some of them explored vocabulary, a whole bunch of new words had come up, some of the kids began to do some writing, some write very well, some don't write at all; a guy comes in on St. Patrick's Day and does Irish jigs . . . all of this bringing into the classroom not just the policeman and the fireman, but a whole range of people who have something to offer the children . . . musicians, artists, carpenters. So you broaden the range and variety of school experience if you accept some of these notions.

Symbolic Learning

A fifth point. You would expect to find in such schools much more of what I would call continuity of learning. By that I mean you would not find the sort of dichotomies that exist in many of our schools, let's say, the education of a five-year-old. Where is usually the best place in elementary schools? Over and over again you find more good things going on in kindergarten than in other places. More things that are appropriate for the learning style of the five-year-old. Then you move into the first grade and you find a drastic change. You find the first-grade teacher who's going to really put those kids in line, no more of that play stuff. From now on, boy, we're really going to learn, and that learning is usually symbolic learning, it means putting stuff down on paper and so on. All I'm suggesting to you is that anybody who knows the slightest thing about child development knows that children do not change from five to six, like that, nor from six to seven, like that, nor from seven to eight. And they don't all change in the same way, in the same style. What you'd find at an open school is kids at eight or nine using the dress-up corner, and nobody says, "God, these kids are wasting their time." So many of our American observers who go on visits with us to England will say things like that. "Look at that kid at the sand table. I've been watching him for half an hour at the sand table. That's all he's done is play with sand." The implication is "When is he really going to learn something?" And learning, of course, means sitting down at a desk, getting out a dittoed sheet of ome sort, connecting up something or other, now that eally amounts to something, you see.

Misunderstanding of how children learn and misunderstanding of the need for concrete experience in almost all stages of the elementary school . . . if you want support for this, go into Piaget. Here's a man who spent a lifetime studying children. One of the basic conclusions that he's come to is that concrete experience is essential for young children, yet many of us will just throw that out, ignore it completely, as if the idea, the research never existed. So you would find this kind of continuity in children's learning. You would find more children working together, you would find more cooperation and more competition, you would find, in some cases, family groupings or vertical groupings, although that's not essential. But if you're really individualizing then it doesn't become necessary to keep that age range close, as a matter of fact there are a lot of advantages to widening it out.

You would certainly find (this is point number seven) a difference in the approach to evaluation. You would find in an open school that tests, while not abandoned, would be put into some sort of perspective. (I wonder how many of you are aware of the errors that exist in the typical standardized tests of achievement that we use in schools.) The faith we put in those tests and the degree of error, measurement errors that exist; by chance alone you can expect rather fantastic variations to occur. Which isn't to say to abandon tests. But it is to say, "Is this the way we want to judge?" A teacher ould judge a child's success or failure. In the open assroom you would find tests being used and tempered by many, many other approaches (basically teachers' careful observations and record keeping of what in fact the child does). We said a while ago, the best measure of a child's work is a child's work. It's amazing to me how many people will not accept that. How many teachers I have seen go into good open classrooms and say, "Yes, they do seem to be happy, they do seem to be busy and involved and working, I don't see any discipline problems to speak of, that is beautiful poetry up there on the board, that's a lovely story that six-year-old has written, but how do you know that they're really learning?" Well, the only way that guy is going to be satisfied is when I give him a percentile. Then he'll know.

One more point with evaluation [which] I don't want to leave out . . . the time span. We tend to think of growth in rather small periods of time. But in fact, to look at how a child has grown, you've got to stand back over possibly a two- or three-year period. I'm simply saying that sometimes remarkable growth takes place when you can look in the perspective of time, but as you look over two or three months or even an academic year, sometimes you don't see the growth you would like to see. So one has to change one's way of looking at this growth business.

The Teacher

The final thing you see that would be different would be the teacher herself. In other words, in the open classroom the teacher now becomes a decision-maker, a stimulator, a challenger; she becomes less of a group teacher, less of a teller (although she does give information when it's called for). She operates on a more personal and human wavelength with children, she becomes, hopefully, a non-threatening adult, although she does not abrogate her authority, and I think it would be fair to say, as Lillian Weber (Professor of Education at City College of New York) is fond of saying, that the teacher in the open classroom is someone who ought to be in love with life, alive, someone who has interests, somebody who does things. I get tired of hearing teachers tell me things like, "Oh, I just teach. I don't do anything." Like housewives, the same thing. Teachers who collect stuff, who feel free messing around with pottery, and clay, when the kids are messing around with it. I find this, as I observe such classrooms. Teachers who play musical instruments, perhaps bring in their guitar, do things like this. Teachers in the open classrooms are alive, they're part of it all, they're in it up to here, they're people with interests, they're people with feelings and emotions, and these come out in their teaching. I'm not trying now to set up a stereotype of an open teacher, but I think those qualities need to be thought about. ■

REDDI RESOURCE EDUCATORS FOR THE DIRECTED DEVELOPMENT OF INSTRUCTION

The Instructional Development Institute (IDI) in Atlanta, Georgia, was one of several visitations made by Dr. Robert Savitt, Superintendent of Plainview-Old Bethpage, on behalf of the REDDI Project. The purpose here, as with his other visitations, was to observe and evaluate innovative programs with special emphasis on the utilization of media in their implementation. His complete report, of great length and substance, was summarized in the last issue of TIME FRAME. Our effort here is directed toward a more detailed review of the portion of the report devoted to the IDI in Atlanta.

Four universities with strong instructional development and technology programs worked cooperatively to develop the IDI approach: Michigan State University, Syracuse University, University of Southern California and the Teaching Research Division of Oregon State University. IDI is basically a seven-phase activity designed systematically to provide tools, skills and assistance to teachers, administrators, policy makers and specialists in managing the learning environment by analyzing instructional and curriculum problems and developing practical solutions. During the 40-hour training program (Institute) a functional model is provided which included nine steps: defining the problem, analyzing the setting, organizing management, identifying objectives, specifying methods, constructing the prototype, testing the prototype, analyzing results, implementing and recycling as necessary.

Atlanta evidenced interest and was one of the first three centers selected to implement the program. Teams from four Atlanta schools participated in the first Institute held in June, 1971. Participation in IDI allowed Atlanta to secure a grant for a team leader and teacher aides in each of the schools that had participated. Dr. Savitt's visitation was planned to observe and evaluate the kind of follow-up used by the four schools in the Southwest section of Atlanta whose teams attended the Institute, and to determine if IDI had made any effective impression on their educational programs.

The Superintendent of Schools of the Southwest Section was favorably inclined toward the IDI's systematic approach to solving educational problems and was aware that this type of approach would inevitably involve the use of media or technology. He realized, after the Institute had been held, that scheduling it earlier in the school year would have been a more effective arrangement since there would have then been less time lapse between Institute attendance and program implementation. The four schools he selected included some with special problems as well as some which had moved toward educational innovation.

Payton Elementary School: K-7, 500 pupils.

The eight member team included the principal, librarian and six teachers. Initially noncommittal, the team returned from the Institute rarin' to go and created an epidemic of enthusiasm among the staff. Currently each staff member is, in some way, involved in carrying out the IDI model. The Payton IDI team determined that the Reading Program would be their basic IDI objective. Meeting with other staff members, and following the nine-step procedure, they developed materials geared to their objective and utilized the team leader and teacher aides in implementing their program for reading improvement. Within a three-month period IDI had already begun to shape the school program. Through IDI, progress has been achieved on many fronts but perhaps the most valuable outcome has been the focus of attention on improved instruction.

Kimberly Elementary School: K-7, 500 pupils.

Team members included the principal and a representative of each grade; their objective was to extend the nongraded program to grades 4 and 5.

Enthusiasm was diminished because of the time lapse between IDI participation and the opening of school. Also, the building principal realized the objective would have been better served by including only teachers from the 4th and 5th grades. Another problem emerged from an influx of new pupils who had not previously been involved in a non-graded program. The team leader and teacher aides were not utilized successfuly because no definite program had been developed for them.

Miles Elementary School: K-7, 600 pupils

The large open space available here can handle two hundred children and this situation gave the IDI team a clearly defined goal for IDI participation—more effective use of open space. The IDI team, guiding other staff members, developed materials relating to the nine-step instructional model. Using multimedia resources, and with a concise program of activity for team leader and teacher aides, very positive results have been achieved.

Ben Hill Elementary School: 700 pupils.

This school, which had done very little in the area [illegible] educational innovation, sent a team to IDI that was a "cross section of the staff." They had done no pre-planning and did little immediate follow-up after IDI participation. Although a few individual participants were stimulated to think in terms of educational objectives, no overall program was developed. The team leader and teacher aides now available are only peripherally involved in any IDI activity and formal application of the IDI process has not yet been achieved.

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LIVING ROOM SCHOOL NEWSLETTER

- FREEPORT
- GLEN COVE
- HEMPSTEAD
- LONG BEACH
- ROOSEVELT
- WESTBURY

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The Living Room School, from its inception, has not ony included but encouraged and required parent involvement in its operation. The objective of providing pre-school education in a home-like setting for disadvantaged youngsters from ages 2½ to 4½ necessitates parent involvement as a part of the overall picture. There are seven Living Room Schools now, in six districts serving 180 children.

As part of the program, in on-going training, teachers and teacher aides attended a three-session mini course in "How to Work with Parents," conducted by Sadie Hofstein.

At subsequent sessions the objectives that had been developed for the Living Room School Curriculum were amended and refined by parents already involved in the program.

Living Room Schools

Regular monthly meetings for parents and teachers at each Living Room School provide an opportunity for the exchange of ideas and experiences. At this time parents are instructed in how to make educational toys from readily available household items (cartons, fabric scraps, etc.).

Their participation in the learning situation on a rotational basis enables parents, under supervision, to read stories and play games with the children.

Special occasions allow for special activities . . . a Spanish Fiesta was the theme of a birthday celebration for a Peruvian teacher aide at the Freeport Living Room School. Parents assisted in making the costumes and prepared authentic Spanish food for the event.

Outings and trips offer yet another opportunity for parent involvement—the zoo, the beach, the library—parents (and even siblings) love to go along.

Several parents attended a recent Living Room School presentation made to the BOCES Board. They were given an opportunity to voice their own experiences with the Living Room School and their comments were most positive. It is apparent that the involvement has been beneficial to the parents, to the program and, most importantly, to the children in the Living Room School.

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REDDI

The central office in the district has assigned someone to follow up the program by assisting the schools in moving ahead with the IDI model, effectively directing the efforts of the additional personnel provided under the grant, and examining periodic progress reports from each of the schools.

Dr. Savitt's conclusions indicate that the IDI approach should be investigated by any school system seeking innovative and effective solutions to learning and instructional problems. The IDI team should be carefully selected in light of the desired objectives, and little time should elapse between their participation and follow up in the school. Following IDI participation, new projects should be carefully planned and, once in effect, should be recycled if the ongoing evaluation indicates change is required.

Now, when accountability is an essential ingredient for any successful school program, and when boards of education and community members are insisting on better planning and more effective evaluation of new educational approaches, IDI as an instrument for improving education, should be carefully considered.

Regionalism

A message from
Dr. William T. Callahan, District Superintendent, Nassau Board of Cooperative Educational Services

In the past few months, as never before, the word regionalism has apeared in the vocabulary of schoolmen, members of the Legislature, and citizens in general. As with all new terms, doubt and, in some cases, fear has arisen.

Currently, there are two basic schools of thought permeating the leadership councils in New York State with regard to the meaning of the term regionalism.

One school of thought, espoused by Senator Thomas Laverne, is based on the premise that the present structure of education in New York State has been a resounding failure and that only a total restructuring of the enterprise will serve to bring about the improvements sought by all. Senator Laverne would drastically decentralize the State Education Department and place "field" Commissioners from the Department in the regions to oversee the conduct of education at two levels. The first level of education would be the local level and would be concerned almost exclusively with the provision of academic education to youngsters K through 12. The second level, often called the intermediate level, would provide all those services now offered on a voluntary basis by the Board of Cooperative Educational Services and would include other types of educational programs deemed unsupportable or inoperable at the local school district level.

As I have said before, this appears to me to be a rather drastic solution based on a spurious concept of the weakness of the present organization.

The second major view of regionalism is that held by the Committee on Regionalism formed by the Commissioner of Education, of which I, as District Superintendent of Nassau County, was a member. Our recommendations to the Commissioner, which are now before the Nassau County Association of Chief School Administrators for local reaction and comment, really call for little basic change in the three-level system of education in New York State (The Department, the BOCES, the local districts). The State's Task Force study calls for extending membership in the BOCES to all of the districts of New York State (the "Big Five" cities are excluded by law), for improving the flow of communications from the Department and the BOCES to the field and vice versa, and for such other minor changes in law as would be required to offer to the boys and girls of New York State the fullest possible program of education.

Our major disagreement with the point of view taken by Senator Laverne is that we implore the Commissioner and the Board of Regents not to establish any regional district (BOCES or otherwise) which would have line authority over local school districts in this State. Our emphasis was and will continue to be on service, with determination to participate in any services fully within the discretion of each local chief school administrator and his board of education.

With regard to the legislative changes we seek beyond making BOCES services available to all school districts, the principal area in which I personally see the need for legislative assistance is with regard to finance. For example, I believe that BOCES administrative costs, which are a charge against component member districts whether they purchase services or not, ought to be assumed by the State under a form of "full funding." In addition, I personally feel that in order to have a fully regional approach to services, more leeway ought to be provided to offer services to the nonpublic school youngsters, short, however, of any violation of the well-established principle of separation of church and state. The 1972 session of the Legislature, for example, opened up the area of data processing to the nonpublic schools. The District Superintendent believes that the Legislature ought to consider the matter of dual enrollment which would allow for nonpublic school youngsters to participate in half-day occupational education programs and such other legislation as may be necessary to insure the benefit of a comprehensive education to all youngsters.

In the meanwhile, the issue goes unresolved. Nonetheless, it is expected that the Fleischmann Commission Report, when its remaining chapters are issued, will touch upon this matter of regionalism and make recommendations to the Legislature and to the citizens of New York State for study, discussion, and ultimate recommendation.

We see regionalism as having a bright future, but only to the extent that the concept does not intrude upon the exercise of defensible well-thought-out local control of education by freely elected board members in the local districts and their chosen chief school administrators and staff members.

We hope you will keep yourself informed as to the various points of view on this topic and that your voice will be heard in the days ahead.

Pluralism in school - a different approach to learning

by Ira Finkel, District Science Chairman, Island Trees High School, UFSD #26, Levittown

At the outset let me state that I find myself deeply rooted in the humanistic tradition; hence I beseech you to recognize my particular bias for the ethical, aesthetic and creative dimensions of learning.

Curriculum emerges from the classroom experiment. It is a daring venture. It is what happens to the child when he confronts a paradox . . . it is the student making decisions about his own learning . . . it is the experience of interrelating with other children. It is, therefore, as much the affective quality as the intellectual one.

Curriculum occurs within. Effective learning reaches and develops the human quality of the gestalt only when it is internalized and the result of an intrinsic gut-level commitment.

With this philosophy of learning serving as a foundation for innovation, a new course in Environmental Studies, prepared by the author, was introduced in Island Trees High School this past school year. Inclusive in the program are multiple options for learning. Self pacing is consistent throughout. A variety of instructional approaches are utilized based upon student need: team learning through small-group discussion, simulations and role playing, large-group viewing of interdisciplinary media, individualized readings, slides, films, cassettes, filmstrips and project activities for multilevels.

Although the individualized approach to learning may seem important in itself, the significant innovation is the self-initiating quality of the program.

No learnings are assigned to students or are any of them asked, required, threatened, or cajoled into using any of the learning options. There are no traditional paper and pencil tests or right or wrong verbal answers to stated questions. There are no extrinsic rewards or punishments; no blackjacks or bribes. No one passes by becoming a teacher pleaser. Open ended situations, dependent on student self direction and student autonomy, prevail. Learning "happenings" occur which are sometimes totally ignored in our regularized, stabilized classrooms, with their teacher-proof curriculum. One even finds previously apathetic, indifferent and alienated students engrossed with self initiated meaningful tasks.

This approach to learning may seem more viable when one examines a few of the hoped-for outcomes delineated in the course:

- **to develop curiosity concerning the environment**
- **to build self confidence in solving problems**
- **to increase independence from the teacher**
- **to get over the fear of failure (to even risk it!)**
- **to be willing to think imaginatively with novel ideas**
- **to improve the ability to ask pertinent questions and to appreciate that not all questions can be answered immediately or simplistically**
- **to build a sense of responsibility to ones' group, to oneself and to ones' environment**
- **to build attitudes of tolerance and curiosity about ideas different from ones' own**
- **to demonstrate ability to integrate facts and concepts learned in one area with those from other areas of learning**

However, since this article deals with pluralism, I do not wish to convey to the reader that this is a panacea for all teaching, let alone a singular model to be emulated. It would be less than honest not to indicate that some of our students did not avail themselves of the learning opportunities offered from our educational smorgasbord. It is not my intent to infer that this learning approach is the only appropriate one for all high school seniors (after 12 years of "other conditioning"). These patterns of learning, though unfamiliar in school, are common to the child in his natural habitat (life), hence, they should be fully exploited.

Saving the world from environmental disaster will be a full-time task for the generation of kids sitting in our classrooms. Designing a course to develop in students an understanding of the concepts upon which human survival will depend means not only learning facts, but questioning values, restyling goals, shifting personal points and priorities and examining attitudinal changes throughout society. To learn in a traditional way how this might be done is one thing. To go through the living process, in which you are free to do this yourself, is quite another learning experience. It is, I contend, the basis for the most significant kind of learning. It also significantly changes the nature of teaching. Acting as a designer of learning or learning manager, I could perhaps be more aptly described, on numerous occasions, as a co-learner along with the students.

(Continued)

Pluralism (Continued)

It might be appropriate to take a look at a student's perspective of himself in relation to his freedom to make uncoerced choices. Included here are some unsolicited comments of a high school senior engaged in this course.

"I find this course extremely meaningful. I feel that seniors that took it will graduate so different from any other class that graduated. I know that when I pick up a paper, glance through it and come upon an article on the environment, I read it. This sort of thing I never did before. I find myself expressing opinions where, in other years, I was forced to be a listener. I could die because of all the time I have wasted up till now. This course offers so many opportunities that I'm just beginning to become aware of. You might say I've been a bad girl up till now but you wouldn't believe all the excitement that builds up inside of me at the thought of learning ANYTHING I want to. It's like being in a candy store where you can have as much as you want. It makes learning so much more enjoyable. But what have I done till now? Oh, but I really WANT to — you wouldn't believe. Where do I start? All I need is a little boost and forget it, the sky's the limit. Have you ever had the drive to go into the library and read every book to learn as much as you could? This is the feeling I have about this course. I've never fulfilled my drive about the library but I want to get myself everything possible from this course."

My point is simply this: If we want to turn out people who primarily do tasks only upon assignment, who are basically "other directed" individuals, who John Holt calls a "Nation of Sheep," then the teacher dominated classroom is perhaps reasonable. On the other hand, if we want self directing people who, as John Fischer says, are "more capable of solving social problems than contributing to their cause," then we must change our objectives because the objectives will determine what is taught and how it is taught. The success or failure of what we do will ultimately be tested by its survival value for the learner.

Diversity is the essence of American culture. A pluralism of values and life styles exists within it, and enriches it. So too, do students bring a pluralism of learning styles to school. A diversity of learning options must become the essence of the American school.

I believe that each of us can move toward becoming the person we are capable of becoming in an environment of freedom, choice, and responsibility. We can, as Gardiner Murphy says, "Unleash our human potential."

My search as an educator is for a vehicle for that release.

Education For Safe Living

Early in May, a workshop was held at NERC on the "Education for Safe Living" Curriculum. In attendance were kindergarten teachers and representatives of the Police Department, Health Department, 4-H Clubs, Optometric Society, and School Transportation.

Ideas were developed regarding past and future implementation of the eight multi-disciplinary units of the Kindergarten portion of the Curriculum. The workshop participants also considered varied approaches for implementation on pre- and post-kindergarten levels as well.

Consideration was given to evaluaiton of the current experimental implementation of the Kindergarten Unit in Social Studies-Community Involvement. The method defined included verbal and/or written responses by youngsters in the experimental group and in a control group to questions developed by workshop participants and approved by a Nassau BOCES Research and Development Evaluator. The procedure will be recorded on videotape. Teacher observation and comment will be significant for final evaluation.

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SCHOOL MANAGEMENT ARTICLE

One of the most pleasant benefits of a lengthy school career is an individual's eligibility for a sabbatical. Traditionally, a teacher takes a sabbatical to do something which benefits him personally. He might spend his time traveling, going to school or in a variety of other ways. However, it is possible to get teachers and administrators to use their sabbaticals for a purpose which will benefit both the individual and the school system. That is, find people who are eligible for sabbaticals, present them with a program which allows for personal and professional growth and help them to develop ways to change the system by solving a pressing problem. These people will then return to the school system ready to initiate change and to motivate and instruct others in the process of change.

Resource Educators for Directed Development of Instruction (REDDI) offers educators in New York's Nassau County a unique opportunity to acquire specialized training in integrating media with curriculum development. REDDI was created by the Nassau Board of Cooperative Educational Services (BOCES) Research and Development Division under a grant from the U.S. Office of Education, Media Specialist Program. BOCES joined with Hofstra University and local school districts to form a consortium offering educators access to a range of professional talent and educational resources unavailable locally in any single institution.

The REDDI program trains recognized leadership personnel from local districts to employ systematic approaches to educational problem solving. Each participant is developing an alternative approach to a district-designated curricular problem employing media and the principles of instructional technology.

The consortium offers participants several interrelated components:

1. The university/academic component provides the necessary academic resource curriculum design and instructional technology.
2. BOCES provides a place--the Nassau Educational Resource Center--where professional staff, materials, meeting rooms, and hands-on experiences are provided for REDDI participants as well as other educators in Nassau County.
3. In addition, BOCES has provided individual training, resources and consultants to meet participants' needs in relation to the district-designated problem each is investigating.
4. The practicum component, supervised by BOCES and involving the local school districts, allows for the testing of materials with staff and pupils in the classroom. All these components provide the foundation for the final component, namely
5. The development of the district-designated curricular project and the training of a resource educator who can help other school personnel to systematically analyze and revise programs.

Each school district joining REDDI must grant a sabbatical leave or released time for an academic year to a designated participant, submit a curricular area to which the participant will address himself, assign a member of its administrative staff as liaison not only with the participant but also with REDDI by serving on an Advisory Board with BOCES and Hofstra University, and provide for the implementation and evaluation in the following school year of the project that the participant develops.

The REDDI participant, in the course of his year with the consortium, is expected to complete an individualized instructional program including university course work as well as practicum and field experience. Having selected, in conjunction with his local school administrator, a curricular problem within his district, he will, upon completion of REDDI, implement a solution strategy he has developed and field tested while a member of the REDDI program; and he will design and implement a staff team program in the application of a mediated systems approach to problem solving.

The university component includes consultation with BOCES and the participants to identify course needs of each participant in terms of core curriculum; granting REDDI participants full student status (and the waiving of matriculation and course prerequisites where necessary); assistance and advice to participants in the development of their curricular project and district media training component; and continuing consultation with other members of the consortium to discuss supplementary training needs.

BOCES works with local school districts to identify curricular problems and potential participants. It works with the university to determine eligibility criteria and select participants. BOCES identifies the need for and provides supplementary training programs for individual REDDI participants, REDDI participants as a group, REDDI participants and their liaison representative. It also provides supplementary training materials, consultants and resources as necessary.

BOCES's Nassau Education Resource Center serves as a valuable resource to REDDI participants. At the Center participants make use of the professional library and the curriculum library, the teacher training areas and the experimental materials' development center, as well as the examination center and the conference facilities.

In its first year, 1971-72, REDDI selected nine participants from seven districts. They included a superintendent, an assistant principal, department chairmen, elementary and secondary school teachers and teacher trainers pursuing a diversity of curricular interests.

Two outstanding qualities of REDDI which have elicited high praise from the participants are its flexibility and its utility.

During the first semester, a series of "Friday Sessions" were scheduled during which the consortium members invited guest speakers and consultants to conduct seminars or visited innovative programs in area schools. The topics discussed at the "Friday Sessions" included: Strategies for Curriculum Change; Strategies for Evaluation--Selecting an Appropriate System; Developing Learning Environments Using a System Approach; Design for Creating a New Learning Environment; An Introduction to Instructional Development in Action; and the Instructional Development Institute.

No "Friday Sessions" were planned for the second semester. However, the group felt that it would profit from continued meetings and a structured exchange of ideas during the second semester. Therefore, a "Friday Seminar" was added in midstream.

The second aspect--utility--derives from the incorporation into the program of training in a scientific, systematic approach to the identification and solution of problems in instruction and a concomitant training in creating a receptive climate for the change within departments or districts which some of these solutions require.

It must be recognized, however, that the product produced by each individual is not as important as the process which each individual went through to develop the product. The group invented a change model which detailed in 19 steps the process that these REDDI participants felt it was necessary to go through to accomplish change. Perhaps, the most important thing that each participant takes back to his school district with him is intangible. In order to be effective change agents in their own districts, participants must work hard to help others experience the process involved in affecting change.

It is interesting to look at two of the REDDI participants and their experiences with the REDDI project.

Gates Willard, a teacher in Manhasset, spent last summer redesigning the general form of the 8th grade science program at his school and coming up with a package of material for the 1st unit of work in 8th Grade.

"As I got involved with REDDI, administration courses, courses in instructional communications and our seminars, many other kinds of things became apparent to me. One of the things that began to show up as the 1st semester wore on was that I was less than happy with the design that I had started out with (for the science course) but it was already going, and going pretty well and the teachers were happy with it so I began becoming interested in other types of things ....."

When a new job opened up as change agent in the elementary school, Gates Willard spent his 2nd semester training himself in that direction. " As a result of the REDDI program, I will be certified in administration and I have a position for next year, in addition to the 2 Junior High School classes I'll teach as change agent in the elementary school. It would appear that the REDDI program this year is probably a turning point in my career or it could be."

At the time that Mr. Willard developed his summer science course, individualized instruction meant certain things to him. "I was looking upon it as being a far more structured thing than I believe it is now. At that time I felt that rate of pace was the only thing to consider and though it is still the most important thing to consider, I believe there's got to be a lot more freedom of choice on the part of the person who's involved and there's got to be much more latitude in the materials that are available. I felt that the highly structured thing where there really was almost no choice for the students would be the only thing that I could practically run in the junior high school class. Now I can see that more variety is possible. I'm finding it more and more difficult to justify the topical matter in a program . I can't say that this is more valid to teach than that .....

"I feel that it is most important in elementary school or any school to get teachers to recognize that there is some kind of a problem that needs to be solved and I'd like to put myself in a position of being able to help with problems that they recognize.... Both from the courses I've taken and the seminars, all the messages coming to me say teachers have to feel that there is some type of a problem, that there is some type of a thing that they want to do something about and if they feel that it is important to deal with, they will.

"I wouldn't have known about NERC if it hadn't been for the REDDI program. I wouldn't have had the freedom to visit other schools the way I have this year and find out what they're doing.... The REDDI program with all the various kinds of things that have happened to me has made much greater changes than would have occurred if I had just taken a sabbatical and taken courses as I had originally intended."

"I don't know how much of it was by design, but each of us had our own particular interest or problems to work on and as the year went by we went further afield into whatever it was we were doing. In the beginning we received a list of required courses and others .... but I think one of the most important plusses is that ultimately the participants seemed to have the choice of what it was he wanted to do. I feel that because I did have this kind of control over my own destiny, so to speak, that I was able to move in a direction that I wanted to move in. There are other institutes and other programs set up in a rather rigid way and you do what they say -- you might wind up with something that would be useful to you or you might not. Because of the way REDDI was handled it reinforced my own feeling that this is the way I would want to deal with kids in the classroom.

Mrs. Virginia MacSaveny - a teacher at St. Bernadette comments:

"Without REDDI our school would be in big trouble next year because we're losing a teacher and not replacing and it would have meant very large classes in the primary grades. Through my experience with REDDI, I've been able to make a schedule of large and small group instruction where we won't be teaching 40 children reading at one time which would have been a reality.... We'll be breaking off groups of 15 children out of this 40 and will make use of primary media center which we're setting up now which never would have existed without REDDI because I didn't know there were such things. This large number of children that will be left over when the 15 are pulled out for reading and math instruction will be making use of this resource center operated by paraprofessionals not by teachers. This is how we're getting along without a teacher."

Each of the REDDI participants expressed positive reactions to the REDDI program. However, each reacted to the program as an individual so no two people had the same experiences. Naturally, those participants with the full support of their administrators have the best chance of initiating change when they return to their respective school systems in the Fall. However, involvement in the REDDI program was an experience which contributed to the personal and professional growth of each individual. It presented an opportunity for each person to benefit fully during his sabbatical as well as providing a catalyst for change for each school district involved.

APPENDIX J

REDDI Participants Comments

SELECTED COMMENTS

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Gates Willard, a teacher in Manhasset, spent last summer redesigning the general form of the 8th grade science program at his school and coming up with a package of material for the 1st unit of work in 8th Grade.

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Harry Prosono a Junior High School teacher at Merrick, talks about his background and experiences with REDDI: "I went to NYU and got my training there in the traditional manner. I taught school in the traditional manner. I was on the faculty of a very traditional school and that was my background for twenty years. I walked into my classroom in the morning, took out my plan book, taught the lesson for the day, the plan book was checked every week to see I was at the right place and my tests were examined to make sure there was sufficient difficulty and year went after year went after year. Then I was elected to the school board in Merrick and I was exposed to Dr. Fischler and Dr. Miles and I heard strange words I had never heard before and new images were drawn in my mind. There was something else beside what I had been doing for twenty years. I became interested in this and had never had a sabbatical and realized this was a good time to explore further and see what the new vocabulary and language meant, inasmuch as I was voting thousands of dollars to carry it on. I applied for a sabbatical in my district and it was granted. Then the assistant district principal threw a folder at me, Resource Educators for the Directed Development of Instruction and suggested I apply for it which I did. I taught 9th grade algebra, and if you told me the date and the year February 17th, I could tell you exactly what page I should be on. I had done it for twenty years. I could have a class pass a regents very easily, I don't know how much math they knew, but they could pass the regents. I had a very very high passing average. But, I began to think this was not the end goal alone....passing the regents. As a result of the training I had this year toward the goal of individualized instruction which I had in mind when I first entered the program, I spent the first semester taking theory. They talk vocabulary and language, but they don't use it themselves. The theory I had the first semester had me thinking that perhaps I was not quite ready to bring this back to my own school or my own classroom based on theory and I decided I needed some practical experience to see what the problems are when you try to institute this type of program, what equipment you need, how it is used, how the kids react, class management etc. So for the second semester, I worked as an intern, in selected school districts in the county which had programs in individualized instruction. I spent approximately five weeks or more in each of these four districts. The first school I went to was Roslyn Jr. High School. They have what I call a "homemade job". The need for change in this district was recognized by all the teachers in the department. This was not handed down by administration. This is now the third year in pilot project, it has been successful. Every teacher was given a unit, the teacher put the instruction for that unit on a Cassette Tape and made the instructional supplementary sheet that went with it. If he needs help he goes over to the teacher and when he is finished the teacher reaches in the desk and takes a unit test. They have three forms of every unit and the unit tests all have twenty questions. Minimum passing grade is 16 correct out of twenty and if they don't get 16 they have to go back and recycle and take another form of a test when they are ready. At this time, now at the third year, they are working on other forms of media that can be incorporated into the program. They have four classes a day that are using this one room and students are encouraged to take the recorders home at night, if they want to.

Then I went to Mineola. Mineola, on the other hand is the exact opposite of Roslyn. They were funded $60,000 a year for three years, under a Federal grant. They own more audio visual equipment in the math department than I've seen in entire buildings and it sits on the shelves unused, gathering dust. Every behavioral objective has a separate worksheet and as soon as you finish the work necessary you take a quiz on every behavioral objective. Then when you are through with the unit you take a unit test. The kids are quiz happy. If ever a program had all the money they wanted, all the help they wanted this is it. And I do not think it is as successful as the one in Roslyn. It is a reading program, none of the kids use any of the audio visual. Hicksville has Project Plan Westinghouse and this is their fifth year in it. They are now disposing of it and going to a traditional system. Oceanside was supposed to have an individualized program - I spent quite a bit of time there looking for it - they do not have one. They have one room where all the kids come periods 6th, 7th and 8th. All the classes are taught in the first four periods - and the teacher schedules an appointment periods 6, 7 or 8 in one room and sits down and gives individual help. Otherwise, the classes are taught in a traditional manner. The students are permitted to help each other - they do differ in that respect - they are encouraged.

I found that the basic ingredient to a successful plan was the interest and desire of the teachers involved and not the money spent. When I go back now, as I stated I came from a very traditional school district, my prognosis for the future and my own contribution to the district is very limited. However, all of the top administration and many of the building principals and the department chairman are now beginning to leave and my hope is that when they replace these people they get new people from other districts and get some new blood and new ideas. I spoke to our new district principal about returning next year. On the basis of what I've done in REDDI - he suggested that I run in-service courses for the teachers in the district and use my own classes as demonstration classes. Perhaps with the encouragement and the aid that I can get I may make a crack somewhere in there and get some other teachers interested and perhaps follow my lead.

(Harry Prosono, since the REDDI Institute, is being considered as a candidate for Assistant Principal in the CHSD #3 Junior High School.)

Pearl Luxemberg from West Hempstead Senior High School comments: "Even though my experiences with REDDI did not produce a tangible result or change in my own position, as I will probably be back in my same classroom doing not exactly the same kinds of things. I consider REDDI to be a success. As stated, it's goal was to produce Resource Educators. One of the things that has come out of this is that we have learned about each other and about what's going on in the different districts. We know about the Resource Center. We can make use of these things and I do believe that all of us will make use of the contacts set up during this time.

Also, I've gained a great deal of respect for the potential in education. Something I was looking for was how to change the educational setup, particularly in my own class, now more than in my own classroom.... I also have learned that not everything that is innovative is going to be good or "positive" but that in the long run there will be accomplishments. The important thing is time.

APPENDIX K

Bibliography

Suggested Summer Readings for REDDI

Knirk, F.G., and Childs, J.W. Instructional Technology: A Book of Readings. New York: Holt, Rinehart and Winston. 1968. 300 pp.

Describes technological change in the school and society, systems design and materials programming, media characteristics, information storage and retrieval, school plant design, economics of comparative instructional systems and learning theory as related to technology.

Tanzman, J., and Dunn, K.J. Using Instructional Media Effectively. West Nyack, New York: Parker Publishing Company, Inc., 1971. (Not available in paper)

The objective of this work is to provide practical solutions to the problems administrators face when attempting improved learning through more effective use of teaching media. It begins by analyzing major instructional problems as they actually are, listing specific teaching-learning situations which need improvement (whether it be the upgrading of ineffective, older classrooms or the design of flexible teaching zones in new buildings), and follows these by pinpointing the essential considerations and suggested action procedures the reader can apply.

Witt, P.F. (ed) Technology and the Curriculum. New York: Teachers College Press. 1968 146 pp.

The central theme of this conference report is that the use of technology in education is inevitable and highly desirable provided that the teacher and curriculum specialist play a central role in its design and use a humanizing factor.

Bruner, J. Toward a Theory of Instruction. Cambridge, Mass.: Belknap Press. 1966. 176 pp.

Describes factors that influence learning and discusses their implications upon instructional design.

Jones, Richard M. Fantasy and Feeling in Education: An Answer to Bruner. New York: New York University Press. Washington Square, 1963.

Jones recommends a theory of instruction which will be based on the emotional and imaginal aspects of learning as much as on the cognitive ones, and which will move toward a synthesis of therapy and education. His proposal is that the student be given an opportunity, in the confines of the school, to explore the by-ways of his own preconscious processes.

Mager, R. *Preparing Instructional Objectives.* Palo Alto, California: Fearon Publishers. 1962 60 pp.

A programmed text that teaches identification of behavioral objectives, their components, and appropriate test items.

McLuhan, M. The Medium is the Message. New York: Bantam Books. 1967. 160 pp.

Describes the term medium, the effects they create, their social impact, and other things.

Rossi, P., and Biddle, B. (eds) *New Media and Education.* Garden City, New York: Anchor Books. 1966. 480 pp.

A compilation of readings related to the following aspects of the media field: (1) recent and projected technological developments, (2) impact of new media on school systems and other aspects of American Education, and (3) general implications of media for American society.